WR.1 ARGUMENT | Lesson 10 Drafting: Conclusion

Introduction

In this lesson, students learn to craft a concluding paragraph that follows from and further supports their argument. Students participate in a jigsaw activity to examine conclusions from the articles they read in Lessons 3–5, and discuss the components that make these conclusions effective. Then, students work individually to draft their argument conclusions. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Argument Writing Checklist.

For homework, students review and revise their conclusions to ensure that they support their arguments by emphasizing reasoning and evidence. Students attempt 2–3 different ways of ending their arguments and prepare to share their attempts with peers.

Standards

Assessed Standard(s)	
W.9-10.1.e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. e. Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Argument Writing Checklist.

High Performance Response(s)
A High Performance Response should:

- Provide a concluding statement that supports the argument presented (e.g., A single week without screens is a small price to pay for better connections with other people and a better-functioning brain. In order to preserve the health of students' young minds and social lives, [name of school here] should participate in "Shut Down Your Screen Week.").

- Include valid reasoning that follows from previous claims (e.g., In a world full of distractions, it is clear that people's constant use of technology is doing actual damage to brains and communities. It is bad enough that the use of various screens distracts people and causes stress, but evidence shows that the constant use of these devices is also eroding people's interactions with others.).

ⓘ The above responses are taken from the conclusion of the model argument at the end of this lesson. This model is a complete response to the WR.1 argument prompt. Consult the model argument for context for this conclusion.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Texts:	
• Standards: W.9-10.1.e, W.9-10.5, W.9-10.6	
• Texts: "Social Media as Community" by Keith Hampton, "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton, "Education 2.0: Never Memorize Again?" by Sarah Perez, and "Attached to Technology and Paying a Price" by Matt Richtel	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Writing Instruction: Effective Conclusions	3. 30%
4. Drafting a Conclusion	4. 45%
5. Closing	5. 5%

Materials

- Student copies of "Social Media as Community" by Keith Hampton, "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton, "Education 2.0: Never Memorize Again?" by Sarah Perez, and "Attached to Technology and Paying a Price" by Matt Richtel (refer to WR.1 Lessons 3–5)

- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson 9 Model Argument Writing Checklist)

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   5%

Begin by reviewing the agenda. In this lesson, students participate in a jigsaw activity to identify elements of effective conclusions in the articles they read in Lessons 3–5. Students then draft their own conclusions, focusing on following from and further supporting the argument presented.

▶ Students look at the agenda.

Activity 2: Homework Accountability   15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Review and revise your introduction, paying close attention to how effectively you engage the reader's attention and establish your topic and central claim. Attempt 2–3 different ways of opening your argument and prepare to share your attempts with peers.)

Instruct students to form pairs or small groups. Instruct students to take turns sharing the different ways they attempted to open their arguments. Instruct peers to comment on which way of opening the argument engages the reader most effectively and why.

▸ Students share their different openings and peers offer constructive criticism on which openings are most effective and why.

Ask for student volunteers to share their revised introductions as well as peer feedback on their different openings.

Activity 3: Writing Instruction: Effective Conclusions   30%

Transition to a jigsaw discussion by creating "home" groups of 4 students each. Instruct students to take out their copies of the articles they read in Lessons 3–5. Instruct student groups to decide among themselves which group member is responsible for which of the final paragraphs from the previously examined articles:

- "Social Media as Community"

- "Kids Still Getting Too Much 'Screen Time': CDC"

- "Education 2.0: Never Memorize Again?"

- "Attached to Technology and Paying a Price"

Instruct students to leave their home groups to form "expert" groups based on the text for which each student is responsible (e.g., all students responsible for the conclusion paragraph of "Social Media as Community" now form one group). Explain that "expert" groups are those that read, analyze, and become class experts on their article's conclusion so that they can share with their "home" groups their understanding of what makes the conclusion effective.

Instruct students to read the conclusion and note any previous annotations they made. Post or project the following question for each expert group to discuss.

How does the author construct these paragraphs to effectively provide a conclusion that follows from and supports the information in the body paragraphs?

💬 Student responses may include:

  o Hampton ends his article "Social Media as Community" with a short paragraph that emphasizes the power of his evidence. Hampton's final statement uses a short, powerful sentence to grab the readers' attention: "The data backs it up. There is little evidence that social media is responsible for a trend of isolation, or a loss of intimacy and social support" (par. 6).

  o After explaining the dangers that excessive screen time may have for teens, Norton appeals to the readers' potential responsibility as parents and reminds her readers that "that advice goes for adults, too," encouraging readers to "sit down together for meals and have

conversations" (par. 18). This emotional appeal for readers to take responsibility as role models for their teens makes the argument more personally compelling for parent readers.

o Perez concludes the article "Education 2.0: Never Memorize Again?" with a question to the readers. She asks whether or not the readers agree with a counterclaim that she introduces in this conclusion. Because of the significant evidence provided throughout the article, most readers would disagree with the counterclaim. This makes the argument more compelling by allowing the readers to consider the evidence and make up their own minds.

o Richtel ends his article with an appeal to human empathy. He states that the use of technology is negatively impacting people's lives, and connecting on a personal level, face to face, might be the only thing to do in order to act against the negative effects. This follows from the information in the article, which demonstrated how people were losing connection because of technology's impact.

Circulate and support as necessary.

When expert groups complete their analysis of their section of text, instruct students to return to their home group in which each member has explored the conclusion of a different article. Each student should present the analysis from the expert group to his or her home group members for discussion of what makes the conclusions effective. If time remains, encourage students to pose questions to their peers about the conclusions.

▶ Students form their home groups and share their analyses from their expert groups.

Lead a brief whole-class discussion of student responses, calling on each group to share their analysis of their specific article. Then, explain to students that the careful crafting of a conclusion is an essential part of writing an argument. Building an effective conclusion allows students to deliver a strong, persuasive closing point that serves to reinforce their central claim. The concluding paragraph is a powerful synthesis of all of the claims in the argument, combined with the final link of an effective chain of reasoning. It serves not only to remind the reader of all of the claims presented in the argument 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.

ⓘ **Differentiation Consideration:** Some students may benefit from a visual representation of the connections between the conclusion and the rest of the article. Instruct students to consult their copies of the articles and draw arrows from phrases and sentences in each conclusion to similar phrases and sentences from the body paragraphs or introduction of each model.

💬 Student responses may include:

o Richtel: "The way we become more human is by paying attention to each other" (sec. 6, par. 15) connects to "fail to pay attention to family" (sec. 4, par. 10).

o Perez: "It's important that children learn facts" (par. 7) connects to and contradicts, "Kids should learn about history to understand the world and why things are the way they are. But they don't

need to know all the dates" (par. 2). This shows that Perez is leaving technology's effect on education as an open question.

- o Norton: "Hogan said parents should also ban TVs and computers from their kids' bedrooms" (par. 19) connects to information throughout the article that calls on parents to monitor their children's use of technology, such as, "Try to create an environment where kids have choices other than TV and computers" (par. 12).

- o Hampton: "There is little evidence that social media is responsible for a trend of isolation, or a loss of intimacy and social support" (par 6) connects to "Neither living alone nor using social media is socially isolating" (par. 2).

ⓘ For homework, students will experiment with different ways of ending their arguments.

Instruct students to take out their copies of the Argument Writing Checklist.

ⓘ Consider posting or projecting the Argument Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Argument Writing Checklist? In which categories do these items belong and why?

- 🗨 Student responses will vary but should include points that address the following:

  - o Provide a conclusion that follows from and supports the argument? This item belongs in the Coherence, Organization, and Style category, because the conclusion is an aspect of the organizational structure of an argument and also contributes to coherence of the argument.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Argument Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Argument Writing Checklist.

- ▸ Students add new items in the appropriate categories to their copies of the Argument Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Argument Writing Checklist.

Activity 4: Drafting a Conclusion   45%

Explain that in this activity, students draft a conclusion for their arguments, paying specific attention to providing a conclusion that follows from and supports the central claim made in the introduction and the supporting claims made in the body paragraphs. Students should reference their annotated articles, notes, prewrites, Pros and Cons charts, and outlines while drafting the conclusion.

Inform students that they will self-assess the drafts of their conclusions via annotations to their drafts corresponding to the applicable items on the Argument Writing Checklist.

Instruct students to take out and read their copies of the Argument Writing Checklist. Instruct students to Think, Pair, Share about the following question:

Which checklist items are applicable to drafting a conclusion?

- 🗨 Student responses should include:

  - o   Provide a conclusion that follows from and supports the argument?
  - o   Adapt content and language to my specific audience?

Lead a brief whole-class discussion of student responses.

Explain to students that this is a first draft, and while they should focus on the conventions established for an effective conclusion paragraph, they will edit and refine their writing in later lessons.

Transition to individual drafting.

- ‣ Students independently draft the conclusions for their argument.

- 🗨 See the High Performance Response at the beginning of this lesson.

- ⓘ **Differentiation Consideration:** If students need additional support, consider allowing them to draft with each other or as a class to ensure that they understand how to effectively write a conclusion.

After students finish drafting, instruct students to annotate their drafts for elements of the Argument Writing Checklist that appear in their conclusions. Inform students that their annotations serve as the self-assessment of their draft's alignment to the Argument Writing Checklist.

- ‣ Students annotate their drafts for elements of the Argument Writing Checklist that are applicable to their conclusions.

- ⓘ Student learning is self-assessed via annotations to their drafts. In order to ensure that students can continue to work effectively on their arguments, the draft conclusion should not be collected unless teachers need to assess students' abilities to write a conclusion and students are unable to use the online writing community.

ⓘ WR.1 Lessons A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

ⓘ Consider collecting completed drafts or viewing them in the class's online writing community to determine which of the skills from Lessons A–G students need most to learn.

Activity 5: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to review and revise their conclusions to ensure that they support their arguments by emphasizing reasoning and evidence. Instruct students to attempt 2–3 different ways of ending their arguments and prepare to share their attempts with peers.

> ▸ Students follow along.

ⓘ If an online writing community has been established for the class, instruct students to post their revised conclusions for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have crafted a conclusion that follows from the topic and claim of the argument and connects clearly to the supporting claims, counterclaims, evidence, and reasoning presented in the body paragraphs. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

Homework

Review and revise your conclusion to ensure that it supports your argument by emphasizing reasoning and evidence. Attempt 2–3 different ways of ending your argumentpaper and prepare to share your attempts with peers.

Model Argument Writing Checklist

Name:		**Class:**		**Date:**	

Directions: Use this template to record the checklist items that convey the components of an effective argument established as a class.

Command of Evidence and Reasoning **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to support my claims?	☐	☐
Use valid reasoning to demonstrate clear relationships between claims and evidence?	☐	☐
Develop counterclaims fairly?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Introduce a precise central claim?	☐	☐
Develop supporting claims that reinforce or advance the central claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Adapt style of writing to convince my audience of my central claim?	☐	☐
Arrange claims, counterclaims, evidence, and reasoning to create clear relationships among all the components of the argument?	☐	☐
Have an introduction that captures the readers' attention and interest?	☐	☐
Have an introduction that establishes the topic and central claim of my argument?	☐	☐
Provide a conclusion that follows from and supports the argument?*	☐	☐

Control of Conventions **Does my response…**	Drafting ✔	Finalization ✔
	☐	☐

*Asterisks indicate new items added in this lesson.

Model Argument

Distracted by the constant need to check their e-mail or texts, chained to Facebook, Instagram, and Twitter, and neglecting homework in order to play the latest and greatest version of Grand Theft Auto, it is painfully obvious that today's teenagers cannot live without their screens. Wandering the halls like zombies glued to their smartphones, these young minds are scattered and distracted. The number of people unable to focus on any one thing for an extended period of time is growing due to technology. In order to promote a healthier lifestyle and more face-to-face interactions in the face of these challenges, [name of school here] should participate in "Shut Down Your Screen Week."

Events like "Shut Down Your Screen Week" are essential for preventing addiction to digital media. The act of checking e-mail or refreshing the mini-feed on Facebook gives people's brains a jolt of dopamine; this is a reaction "researchers say can be addictive" (Richtel). As a result, teens find it hard to look up from their phones because they need the feeling of getting a new e-mail or text: these teens become bored without the stimulation of digital media and that surge of dopamine (Richtel). Studies show that this addiction is a problem for most teens. In fact, as Amy Norton reports in the article "Kids Still Getting Too Much 'Screen Time': CDC," the researchers at the U.S. Centers for Disease Control and Prevention found that "nearly three quarters [of teens] spent at least two hours a day watching TV and using a computer."

However, it is not simply the addictive quality of digital media that is concerning; this kind of extensive use is actually harmful to the brain. Using technology frequently throughout the day often requires people to multitask, and excessive multitasking is dangerous for the brain. Research has shown that "[h]eavy multitaskers actually have more trouble focusing and shutting out irrelevant information … and they experience more stress" (Richtel). These effects continue even when people stop multitasking, effectively changing the way the brain works, according to brain scientist Nora Volkow (Richtel). In the article "Education 2.0: Never Memorize Again?" writer Sarah Perez states that because of the overuse of technology, "sustained concentration" is a skill that is "fading away." Ultimately, the long-term effect of excessive multitasking is the inability to give full concentration to whatever information is at hand, which inhibits intellectual development.

On the other hand, some research indicates that using technology can benefit a person's brain. Perez reports that "our exposure to the net is impacting the way our brains form neural pathways … [which] makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris." In other words, people's brains are growing in new ways from using screens. One study showed that playing fast-paced video games can improve a person's reaction time and ability to see details, which are skills that can be applied in the real world, like when driving (Richtel).

Nevertheless, constant use of technology has its disadvantages. Screens limit face-to-face communication. Overusing digital media can inhibit social development by preventing people from making and developing meaningful connections with each other. Attachment to a screen or e-mail inbox

becomes a replacement for engaging with other human beings. This social separation is especially damaging for children. According to Dr. Angela Diaz, the Internet is not a valid substitute for social interaction. She argues, "It's important for kids to be connected to people" and "not just isolated in their own rooms" (Norton). Likewise, according to a communications professor at Stanford, "the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room" (Richtel). In other words, people lose the ability to positively and effectively interact with one another and form relationships.

In a world full of distractions, it is clear that people's constant use of technology is doing actual damage to people's brains and their communities. It is bad enough that the use of various screens distracts people and causes stress, but evidence shows that the constant use of these devices is also eroding people's interactions with others. A study by sociologist Matthew Brashears found that "Americans have fewer intimate relationships today than 20 years ago" (Hampton), a trend that can be attributed to technology overuse. A single week without screens is a small price to pay for better connections with other people and a better-functioning brain. In order to preserve the health of students' young minds and social lives, [name of school here] should participate in "Shut Down Your Screen Week."