WR.2 INFORMATIVE

Lesson 10 Drafting: Conclusion

Introduction

In this lesson, students learn to craft a concluding paragraph that follows from and further supports their informative paper. Students begin by examining the conclusions of the two informative writing models in Lessons 1 and 2 and discussing the components that make these conclusions effective. Then, students work individually to draft conclusions for their own informative papers. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Informative Writing Checklist.

For homework, students review and revise their conclusions to improve the connection to their body paragraphs and provide a strong ending. Students attempt 2–3 different ways of ending their papers and prepare to share their attempts with peers.

Standards

Assessed Standard(s)	
W.9-10.2.f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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 Informative Writing Checklist.
High Performance Response(s)
A High Performance Response should:

- Provide a concluding statement that follows from and supports the informative paper (e.g., As the longest and most severe economic crisis of the twentieth century, the Great Depression deeply affected the people who lived through it.).

- Connect the conclusion to the information in the body paragraphs (e.g., Millions of Americans struggled to meet their basic needs, but this struggle forced many people to find creative ways to survive and prompted them to use government programs for help. Although Americans faced unimaginably difficult times, their ability to use the resources available to them ultimately helped them persevere through the end of the Great Depression.).

ⓘ The above responses are taken from the conclusion of the model informative paper at the end of this lesson. This model is a complete response to the WR.2 informative writing prompt. Consult the model informative paper for context for this conclusion.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Texts:	
• Standards: W.9-10.2.f, W.9-10.5, W.9-10.6	
• Texts: "Cave Painting" and "A Brief History of Photography" (informative writing models)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Writing Instruction: Effective Conclusions	3. 25%
4. Drafting a Conclusion	4. 50%
5. Closing	5. 5%

Materials

- Student copies of the informative writing models "Cave Painting" and "A Brief History of Photography" (refer to WR.2 Lessons 1 and 2)
- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson 9 Model Informative 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 examine the components of an effective conclusion and its place in an informative paper. Students first examine the conclusion paragraphs of the two informative writing models from Lessons 1 and 2 in order to deepen their understanding of how to provide an effective conclusion. Students then draft their own conclusions for their informative papers.

▶ 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 claim. Attempt 2–3 different ways of opening your paper 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 papers. Instruct peers to comment on which way of opening the paper 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 the peer feedback on their different openings.

Activity 3: Writing Instruction: Effective Conclusions   25%

Post or project the following paragraphs from the informative writing models in Lessons 1 and 2. Instruct students to take out their copies of these informative writing models for this activity.

"Cave Painting," paragraph 8:

The popularity of cave art with scientists and tourists alike demonstrates how crucial this art is as a link to human history and the origins of the human race. These early paintings provide a window into a world far removed from current civilization and give visitors a better understanding of the lives of prehistoric people, whatever the intentions of the artists may have been. From what we have learned so far it is clear that they, like modern humans, struggled to communicate life through art.

"A Brief History of Photography," paragraph 8:

Less than two hundred years after Daguerre introduced photography to the world, his invention stands as one of the most important advancements of the modern age. Photography allows people to keep images of their friends and loved ones who are not with them, see events and places they could never go, and understand ideas that they previously were unable to study, such as how landforms change over time or how human memory compares to photographic images of places and events. These advancements are all possible because humans wondered how light, the very property of the world that allows humans to see it, can be used to capture and store images of that world forever.

Instruct students to read these conclusion paragraphs and Think, Pair, Share about the following question:

How does each writer construct the paragraph to effectively provide a conclusion that follows from and supports the information in the body paragraphs?

🗨 Student responses may include:

o In paragraph 8 of "Cave Painting" the writer presents a final appeal to the reader regarding the importance of cave paintings. The writer references the previous subtopics while reminding the reader about the value of cave paintings.

- o In paragraph 8 of "A Brief History of Photography" the writer restates the importance of photography in the world by explaining the various values and uses of photography. This reminds the reader of the entire history of photography which has been discussed over the course of the informative paper.

ⓘ **Differentiation Consideration:** If students struggle to identify how the conclusions follow from and support the body paragraphs, consider asking the following question:

What purpose does each sentence serve in these conclusions?

- 💬 Student responses should include:
  - o The first sentence connects the conclusion to the subtopic in the previous paragraph.
  - o The middle sentence repeats the claim from the introduction.
  - o The last sentence makes a new but connected statement about the topic.

ⓘ **Differentiation Consideration:** Some students may benefit from a visual representation of the connections between the conclusion and the rest of the informative paper. Instruct students to consult their copies of the informative writing models 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 "The popularity of cave art with scientists and tourists alike demonstrates how crucial this art is as a link to human history and the origins of the human race" (par. 8) connects to "in the face of protests from the scientific community" (par. 7) and "the simple popularity of these sites as tourist destinations" (par. 6).
  - o "These advancements are all possible because humans wondered how light, the very property of the world that allows humans to see it, can be used to capture and store images of that world forever" (par. 8) connects to "The story of photography's invention, therefore, is a story of humans discovering how to use light to draw and preserve images of the world around them" (par. 1).

Lead a brief, whole-class discussion of student responses. Then explain to students that the careful crafting of a conclusion is an essential part of writing an informative paper. The concluding paragraph serves as the writer's final statement about the topic. It is the writer's final opportunity to present the claim to the reader. Building an effective conclusion allows writers to deliver a clear, strong closing point that serves to connect their subtopics and evidence to their topic and claim.

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

ⓘ Consider posting or projecting the Informative 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 Informative 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 informative paper? This item belongs in the Coherence, Organization, and Style category, because the conclusion is an aspect of the organizational structure of an informative paper and also contributes to coherence of the informative paper.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Informative 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 Informative Writing Checklist.

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

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

Activity 4: Drafting a Conclusion   50%

Explain that in this activity, students draft a concluding paragraph for their papers, paying specific attention to providing a conclusion that follows from the topic and claim of the paper and connects clearly to the subtopics and evidence presented in the body paragraphs. Students should reference their annotated articles, notes, prewrites, Subtopics and Evidence 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 Informative Writing Checklist.

Instruct students to take out and read their copies of the Informative 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 informative paper?

    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 a conclusion for their paper.

🗨 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.

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

▸ Students annotate their drafts for elements of the Informative 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 papers, 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.2 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 improve the connection to their body paragraphs and provide a strong ending. Instruct students to attempt 2–3 different ways of ending their papers 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 paper and connects clearly to the subtopics and evidence 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 improve the connection to your body paragraphs and provide a strong ending. Attempt 2–3 different ways of ending your paper and prepare to share your attempts with peers.

Model Informative Writing Checklist

Name:		Class:		Date:	

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

Command of Evidence Does my response…	Drafting ✔	Finalization ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐

Coherence, Organization, and Style Does my response…	Drafting ✔	Finalization ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?	☐	☐
Have an introduction that engages the reader's attention and interest?	☐	☐
Provide a conclusion that follows from and supports the informative paper?*	☐	☐

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

*Asterisks indicate new items added in this lesson.

Model Informative Paper

The 1920s in America were prosperous times. But starting in 1929 and lasting over a ten-year period, the Great Depression affected all Americans, rich and poor alike. Although the American economy had overcome economic depressions in the past, this time Americans' lives changed forever. With widespread and long-lasting effects, the Great Depression ruined Americans' livelihoods, yet it also drove them to be resourceful and use government assistance to survive.

The Great Depression destroyed millions of Americans' sources of income. In his memoir "Digging In," author Robert Hastings explains how his father lost his steady job at the mine and could not find any regular work for the duration of the Great Depression. Gordon Parks, who eventually became a famous artist, lost his job in 1929 and was forced to quit school in order to find some form of income (Hayes). These stories are typical of the time period. By 1932, so many people were without work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes). Lacking an income, many people could no longer afford to live in their homes, and were forced into the street. The newly homeless endured awful living conditions: "In larger cities, the homeless congregated in abandoned lots and constructed makeshift 'homes' of scrap wood" (Hayes). In addition to losing jobs, many Americans also lacked any savings to use during such an emergency: millions of people lost their entire life savings when banks collapsed (Hayes). Without a paycheck or savings, many Americans struggled to meet their basic needs.

The Great Depression's difficult economic conditions forced people to become more resourceful in order to survive. In the memoir "Digging In," the author's family made significant adjustments to the way they lived after his father lost his job. The author describes his father's "willingness to take any job" and his mother's "ability to stretch every available dollar" (Hastings). For example, the author's father inconsistently earned small amounts of money by creating several different odd jobs for himself like cutting hair, gardening, and painting houses. The author's mother also demonstrated resourcefulness when she "would find someone who was a year ahead of [the author] in school, and buy his used books" (Hastings). By buying used copies of the school books, the author's mother found a way to provide her child with what he needed and help the family save money at the same time. The author's family also avoided wasting anything: instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" (Hastings). These survival techniques helped his family get through the Great Depression.

Although the Great Depression forced many Americans to rely on their own resources, it also encouraged people to use the government assistance offered through President Franklin Delano Roosevelt's New Deal programs. As the newly elected president in 1932, Roosevelt immediately worked

with Congress to create the New Deal programs "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal"). People all across the country, from all walks of life, faced economic difficulty and turned to the government for support during the challenging times of the Great Depression.

Under the New Deal, millions of Americans tried to get jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA). So many people tried to work for the CCC that the program had to turn away two-thirds of the people who applied ("The New Deal"). Nevertheless, the CCC and WPA together helped 11.5 million Americans make enough money to meet their basic needs ("The New Deal"). Additionally, people who were at risk of losing their homes used the newly formed Homeowner's Loan Corporation to avoid foreclosure ("The New Deal"). Farmers could take advantage of the Agricultural Adjustment Act, which "subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy" ("The New Deal"). Paying farmers to plant less and lending them money to support their farms helped farmers stay in business through the Great Depression. By offering work and relief, the New Deal programs encouraged Americans facing many different situations to look to the government for help surviving the Great Depression.

As the longest and most severe economic crisis of the twentieth century, the Great Depression deeply affected the people who lived through it. Millions of Americans struggled to meet their basic needs, but this struggle forced many people to find creative ways to survive and prompted them to use government programs for help. Although Americans faced unimaginably difficult times, their ability to use the resources available to them ultimately helped them persevere through the end of the Great Depression.