

Conclusions

Lesson Objective	(Drafting) Students will examine model writing to identify three possible strategies for drafting effective conclusions.	
Vocabulary	conclusion: the final section of a composition, which connects the ideas in the essay with the world outside the essay	
Reviewed Vocabulary	introduction	
Instructional Materials	Teacher	Student
	<ul style="list-style-type: none"> Teacher Masters <i>Effective Conclusions Poster</i> Timer 	<ul style="list-style-type: none"> Student Booklet Practice—A nonfiction article related to your course content, or a model student essay on the class's assigned topic, containing a conclusion that either explains the importance of the ideas in the essay, points to the future, or makes a call to action; one copy for each student.

Preview

Essay writers draw readers into the composition with a strong introduction, and they finish with an effective conclusion. Just like the introduction pulls readers into the ideas being presented, the conclusion also brings the ideas of the essay together. The conclusion of an essay gives readers something to remember when they have finished reading; it connects the ideas in the essay with readers' experiences beyond the essay.

Engage Prior/Informal Knowledge

1. Students complete a silent warm-up to review what they already know about writing conclusions.

Display *TM#1: Engage Prior Knowledge—Silent Warm-Up*, and direct students' attention to their copies, *SB#1: Engage Prior Knowledge—Silent Warm-Up*. Have students complete the warm-up. Set the timer for 3 minutes.

2. Review student responses.

Teacher Note

Students' familiarity with guidelines for writing an effective conclusion will vary widely. To maintain the pacing of the lesson, record student responses and continue without trying to elicit all important characteristics.

When 3 minutes have passed, select two students to share their responses. Note student responses on the display.

Today you will analyze model conclusions in order to add to what you already know about how to write an effective conclusion for an essay.

Demonstrate

1. Introduce three strategies for writing an effective conclusion.

Display *TM#2: Effective Conclusions Poster*.

A conclusion is the final section of a composition, which connects the ideas in the essay with the world outside the essay. There are many ways to write an effective conclusion. Today we will look at three common ways to end an essay.

One type of effective conclusion answers the question “So what?” This means that you tell readers why the ideas you presented in the essay are important and why they should care. For example, if you wrote an essay about being loyal to your friends, your conclusion would explain to the reader why being loyal to your friends is important.

If I were to write an essay about learning how to draw, what might I write in my conclusion that would answer “So what?” In other words, what is one reason that someone should care about learning how to draw? *(Answers will vary. Possible answers include: drawing is fun or relaxing; it can express creativity; someone could earn money by drawing.)*

A second type of effective conclusion is “Point to the future.” This means that you explain what could happen in the future regarding your topic. For example, if you wrote a composition to encourage people to volunteer at a local animal shelter, you might write a conclusion warning people that without volunteers, the animals will not be well cared for.

If you were to write an essay about how you’re trying to improve your study habits, what might you write in your conclusion that would predict, or point to, the future? In other words, what might happen in the future if you improve your study habits? *(Answers will vary. Possible answers include: getting into college; getting a good job; pleasing my parents.)*

A third way to write an effective conclusion is “Tell us what to do.” You can suggest that your readers take action after having

read the essay. For example, if you wrote an essay about the importance of earthworms in the environment, you might tell your readers to think about earthworms with respect—and not disgust—the next time they see one.

Again, if you were to write an essay about improving your study habits, what might you write in your conclusion that tells the reader what to do? *(Answers will vary. Possible answers include: you should improve your study habits, too; think about your goals.)*

What are the three strategies for writing effective conclusions that you have learned today? *(answer “So what?”, point to the future, and tell us what to do)*

Since a concluding paragraph usually contains more than one sentence, a conclusion might contain more than one strategy. For example, a conclusion might explain the “so what” about the essay and then tell readers what they should do about it.

2. Demonstrate identifying the type of conclusion in a model conclusion paragraph.

Display *TM#3: Demonstrate—Models of Conclusions*, and point to each part as you demonstrate.

This is a conclusion paragraph for an essay. The first step for this activity is to read the summary of the article. The summary is: “This essay is about neighborhoods that work together to make small changes in their communities, such as cleaning up a vacant lot or working to get a traffic light installed.”

The second step is to read the conclusion.

Read the conclusion paragraph aloud.

The third step is to decide which strategy or strategies the author used. I noticed that the last two sentences told me that I “must” do something. Step four tells me to underline any parts of the paragraph that contain each strategy. Step five is to draw

a line to the correct strategy description. Those sentences are an example of a conclusion that tells us what to do, so I have drawn a line to that type of conclusion.

3. Demonstrate identifying the type of conclusion in a model conclusion paragraph with two strategies.

Display *TM#3: Demonstrate—Models of Conclusions (cont.)*, and point to each part as you demonstrate.

This is another conclusion paragraph for an essay. What is the first step of the activity? (Read the summary of the article.) The summary of the essay is: “This essay is about animals that give off light and seem to glow, such as some fish and sea creatures. The writer explains some of the ways this light helps the glowing creatures.”

What is the second step? (Read the conclusion.)

Read the conclusion paragraph aloud.

What is the third step? (Decide which strategy/strategies the author used.) The first sentences tell me why the glowing animals are important for humans, so I have underlined them. Those sentences seem to be telling me “So what?” so I have drawn a line to that strategy description.

However, this conclusion paragraph also contains sentences that point to the future. The last sentences tell us how people might use these animals in the future. So I have underlined those sentences and drawn lines to both types of strategy descriptions, as well.

Many conclusion paragraphs use more than one strategy together.

Practice

Teacher Note

In Instructional Materials, there are instructions to have a nonfiction article related to your course content, or a model student essay on the class's assigned topic. If you have such an article, it will be used in this section of the lesson beginning with #3.

1. Have students work in pairs to complete *SB#2: Practice—Analyzing a Model Conclusion*.

Have students restate the instructions, and check for understanding. Set the timer for 4 minutes.

Circulate among the students while they work, check for understanding, and provide corrective feedback as needed.

2. Review student responses. Refer to *TM#4: Practice—Analyzing a Model Conclusion Answer Key* as needed.

When 4 minutes have passed, stop students. Ask for volunteers to share their responses. Have students make corrections or additions to their papers.

3. Have students work in pairs to analyze a model conclusion related to the course content.

Distribute the model conclusion you prepared, which either connects to course content or is a model student essay for an assignment the class is completing.

For this essay, you will have 4 minutes to analyze the conclusion by underlining the section that represents one of the three strategies presented in the lesson. Then, you will connect the section to what strategy it is.

Have students restate the instructions, and check for understanding. Set the timer for 4 minutes.

Circulate among the students while they work, check for understanding, and provide corrective feedback as needed.

4. Review student responses.

When 4 minutes have passed, stop students. Ask for volunteers to share their responses. Have students make corrections or additions to their papers.

Independent Practice

1. Have students complete *SB#3: Independent Practice*.
2. Collect the materials, score the work using *TM#5 Independent Practice Answer Key*, and check for mastery.

Teacher Note

This lesson can be extended by having students write or revise conclusions for an essay you have assigned.