

KQED Perspectives Unit Curriculum

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DRAFTING

Lesson 8: Writing a Conclusion

Objective:

- Students will be able to write a conclusion that echoes the thesis, leaves the reader thinking, and perhaps connects to the larger world.

Estimated time: One 50-minute class period

Recommended Perspective models:

- The San Francisco School: “The Environment” by Niza, “Letting it Go” by Noa, and “Having Divorced Parents” by Isaiah at <http://www.kqed.org/radio/programs/perspectives/sfschoolproject.jsp>
- Youth Radio: “Guns vs. Talk” by James Evans at <http://www.kqed.org/epArchive/R706040737>

Writing an effective conclusion is often difficult for young writers, yet it’s crucial because it’s the part of the essay that leaves a final impression on the reader. In Perspectives, the conclusion is where the author can broaden their personal perspective to the world around them.

Steps:

1. Play an example Perspective and then discuss what technique the author used for his or her conclusion and why it was effective. Point out to students that some Perspectives end ambiguously or by raising questions.
2. I then go over a handout from Literacy Education Online, “Strategies for Writing a Conclusion” at <http://leo.stcloudstate.edu/acadwrite/conclude.html>. We read through the various types of conclusions outlined.
3. Students decide what strategy they would like to use for their conclusions and then start writing them.