Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour:\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_

**Conclusions: Guided Notes & Practice**

**What should a conclusion paragraph DO?**

In both rhetorical analysis and argumentative essays, the conclusion should…

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(weave together) the main points of your\_\_\_\_\_\_\_\_ \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Push the reader to consider the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_or real-life \_\_\_\_\_\_\_\_\_\_\_\_ of your analysis or argument.

**What should a conclusion paragraph NOT do?**

* Begin with an unnecessary, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ phrase, such as “in conclusion/ summary/closing/a nutshell”.
* State your thesis FOR THE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ IN THE ESSAY.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (probably okay in a timed situation, but getting that sophistication point is more likely with a better conclusion)
* Introduce\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_that should be in the body paragraphs
* Make \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ appeals that are out of character with the rest of the paper.

**6 Strategies for writing an effective conclusion**

|  |  |
| --- | --- |
| Strategy | Example |
| Keep asking yourself “\_\_\_\_\_\_\_\_\_\_” to figure out why your argument \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | You: Basically, I’m just saying that education was important to Douglass. Friend: **So what?** You: Well, it was important because it was a key to him feeling like a free and equal citizen. Friend: **Why should anybody care?** You: That’s important because plantation owners tried to keep slaves from being educated so that they could maintain control. When Douglass obtained an education, he undermined that control personally. |
| Return to theme or themes in the introduction. * If you begin by describing a scenario, return to that scenario and \_\_\_\_\_\_\_\_\_it.
* Use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_ concepts and images that you also used in the \_\_\_\_\_\_\_\_\_\_\_\_\_.
 | Introduction of essay includes a scenario of working women paying taxes but unable to vote; conclusion acknowledges that women at the polls today owe much to the suffragists like Carrie Chapman Catt. |
| Synthesize, don’t summarize. * Include a brief \_\_\_\_\_\_\_\_\_ of the main points, but don’t just \_\_\_\_\_\_\_\_\_\_ what’s in your paper.
* Show how the points\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and/or pull it all together.
 | Education prepares students for a life after graduation, but along the way also implicitly teaches the value of civic engagement and helps improve the general welfare of our nation’s children. |
| Include a provocative\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_from the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or your research. | A century past Catt’s speech, American women represent constituents in all levels of government and make their voices heard at the polls, better fulfilling Lincoln’s ideal that we are a government “of the people, by the people, and for the people." |
| Propose a course of action, a \_\_\_\_\_\_\_\_\_\_\_\_\_\_, or question for further \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | A continued emphasis on these benefits of education might help American school children feel like their time is being put to good use. Teachers should take the time to explain why and how their lessons are important and applicable to students’ futures.  |
| Point to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the text under study or your argument. | Catt’s address was one voice of many in the movement for women’s suffrage, but her address represented the voice of millions more. |

**Example Rhetorical Analysis Conclusion**

*In the margins, annotate for what’s effective about each part of the conclusion paragraph. You will not need to annotate the introduction (provided for context).*

[INTRODUCTION] On the floor of Congress in 1917, Carrie Chapman Catt delivered a defense of the Nineteenth Amendment to the assembled men. The long battle for women’s suffrage is clear in her argument, which she develops through historical precedent, political strategizing, and a careful aversion to emotional appeals.

|  |
| --- |
| [CONCLUSION] Catt’s argument for suffrage is a tour of historical precedent for her case. Though effective on its own, she bolsters her reasoning with political strategy and a measured, unemotional tone. While her address was one voice of many in the movement for women’s suffrage, by choosing to speak she represented the voices of millions. |

**Example Argument Conclusion**

*In the margins, annotate for what’s effective about each part of the conclusion paragraph. You will not need to annotate the introduction (provided for context).*

[INTRODUCTION] Every school day, millions of American students wake up and wonder why they have to sacrifice precious hours of their youth in the name of education. Despite a lack of value some individuals may place on education, the United States does have several important objectives for its public school system. The main functions of American education are to prepare students for adult life, create engaged citizens, and promote the general welfare of children.

|  |
| --- |
| [CONCLUSION] Education prepares students for a life after graduation, but along the way also implicitly teaches the value of civic engagement. Having a nationally regulated public school system also helps improve the general welfare of our nation’s children, which is essential before the other two goals can be met. A continued emphasis on the benefits of education might help American school children feel like it is worth waking up early for, or at least that their time is being put to good use. |

**Practice: Revising a Conclusion**

*First, identify what is ineffective about this conclusion to a RHETORICAL ANALYSIS essay on Harvey Milk’s Hope speech. Then, annotate with revisions to improve the concluding paragraph*.

[INTRODUCTION] On the steps of San Francisco City Hall, Harvey milk addressed the fears and gave a message of hope to gay Americans and their loved ones gathered before him. His inspirational message is developed through direct contradiction of his detractors, calls for greater political involvement, and through sharing his own struggles and experiences.

|  |
| --- |
| [CONCLUSION] In summary, Harvey Milk gives his message of hope through direct contradiction of his detractors, calls for greater political involvement, and through sharing his own struggles and experiences. He also makes several jokes to win the audience’s trust. Sadly, Milk was tragically killed just a few months later and did not live to see his legacy of acceptance and political activism fulfilled. |