Beyond the Last Line

Read a model argument and examine how its conclusion works.

11-12.W.1.e "Craft an effective conclusion."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB In the final paragraph, underline a detail that echoes the opening, circle words that respond to a concern, and number the proposed next steps.

A Better Use for One Strip of Lawn

1 At dismissal, students pass a narrow strip of grass between the school fence and the bus loop. It looks tidy, but it offers little beyond a place for a mower to turn around. Our school should replace part of that strip with a garden of plants native to our region. Native flowering plants can provide food and habitat for local insects, including pollinators. A planted strip could also give science classes a nearby place to observe seasonal change. The goal is not to turn every patch of lawn into a garden. It is to make one overlooked patch work harder.

2 That change would require planning, not just a bag of seeds. The grounds crew would need to choose plants suited to the site's sunlight and soil, prepare the ground, and water young plants while they become established. Some people may worry that tall growth would block a driver's view near the bus loop. That concern deserves a design response: keep plants low where clear sightlines matter, and leave a neat border beside the walkway. A small pilot plot would let the school check maintenance needs before expanding. Careful limits make the proposal more practical, not less ambitious.

3 Right now, the strip by the bus loop asks us to accept mowing as the best use of that ground. We can ask more of it without asking the grounds crew to manage an entire meadow or putting clear sightlines at risk. Start with a modest, low-growing pilot plot, then review its upkeep and classroom use after a full growing season. If it proves manageable, expand it; if not, revise the design. A school garden will not solve every environmental problem, but this one change would turn a pass-through space into a place students can study and care for.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which detail from the opening returns in the conclusion? How does bringing it back strengthen the ending?

2. How does the conclusion respond to the concern about drivers' sightlines?

3. What sequence of actions does the conclusion recommend? Why is this more useful than simply repeating the claim?

4. How does the final sentence give the proposal a larger purpose without overstating what one garden can do?

3 YOUR TURN

Your own words

A school newspaper argues that the cafeteria should offer a reusable cup option. Its body explains that disposable cups create daily waste and notes that washing and collecting reusable cups would need a plan. Write a 75 to 100 word conclusion that restates the position in fresh language, addresses that concern, and ends with a realistic next step or larger purpose. Do not add new evidence.

Beyond the Last Line

PART 1 · READ AND MARK

In the final paragraph, underline a detail that echoes the opening, circle words that respond to a concern, and number the proposed next steps. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which detail from the opening returns in the conclusion? How does bringing it back strengthen the ending?	**The strip by the bus loop returns. It connects the proposed action to the overlooked place introduced at the start.**
2	How does the conclusion respond to the concern about drivers' sightlines?	**It proposes a low-growing plot and says clear sightlines must not be put at risk.**
3	What sequence of actions does the conclusion recommend? Why is this more useful than simply repeating the claim?	**Start a pilot plot, review its upkeep and classroom use, then expand or revise it. These steps show how the school could act and evaluate the result.**
4	How does the final sentence give the proposal a larger purpose without overstating what one garden can do?	**It acknowledges that one garden cannot solve every environmental problem, then shows how the space could become a place for students to study and care for.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The cups used at lunch do not have to become waste at the end of the meal. Offering a reusable option could cut down on what the cafeteria throws away each day, but only if students can return the cups and staff have a workable plan for washing them. The school should begin with a limited trial, set up a collection point, and check whether the system works before expanding it. We do not need a perfect solution on day one. We need a practical way to create less waste at lunch.

Accept other passage-supported explanations of how the conclusion echoes the opening, addresses a concern, or makes the claim actionable. For Part 3, look for a fresh restatement, a response to washing and collection, and an ending that does not introduce new evidence.