**Concluding Paragraphs**

**Dr. Gingrich, 10H English/AP Language and Composition**

**The conclusion has the following five purposes for your paper**

* pull together the claims of your essay
* answer the question “why is this important?”
* consider the larger issues of your paper
* explain what you have delivered in your paper that is authentic or new (even if it is only your own experience or perspective)
* leave your readings with a lasting impression

**1. Call for Action/Challenge the Reader**

**A call for action asks the reader to take an action. Asking the reader to take an action** [**engages**](javascript:openGlossaryWin('/courses/glossary/popup.aspx?termID=13657');) **him or her with the topic and leaves a strong impression. This requires that the reader or listener balance the consequences of action versus inaction. There must be some dire consequence if they do not react. This establishes a problem of significance which the audience must resolve.**

**What action does Krauthammer ask of his audience?**

**How does he lead us to this conclusion in the earlier sentences in the paragraph?**

Charles Krauthammer, “In Plain English: Let’s Make it Official”

“English is the U.S’s national and common language. But that may change over time unless we change our assimilation norms. Making English the official language is the first step toward establishing those norms. “Official’ means the language of the government and its institutions. ‘Official’ makes clear our expectations of acculturation. ‘Official’ means that every citizen, upon entering America’s most sacred political space, the voting booth, should minimally be able to identify the words *President* and *Vice President* and *county commissioner* and j*udge*. The immigrant, of course, has the right to speak whatever he wants. But he must understand that when he comes to the U.S., swears allegiance and accepts its bounty, he undertakes to join its civic culture. In English.”

#### Pose a Question

#### In this method the writer poses a question in the ending. This leaves the audience thinking about the crucial issues within the argument. This may connect the writer to the audience or it may leave them pondering. In some instances it may be an example of a rhetorical question or a hypophora.

#### What is the question Klosterman poses below? To whom is the question posed?

Chuck Klosterman , “My Zombie, Myself: Why Modern Life Feels so Undead”

“I know this is supposed to be scary,’ he said. ‘But I’m pretty confident about my ability to deal with a zombie apocalypse. I feel strangely informed about what to do in this kind of scenario.’

I could not disagree. At this point who isn’t? We all know how this goes: If you awake from a coma, and you don’t immediately see a member of the hospital staff, assume a zombie takeover has transpired during your incapacitation. Don’t travel at night and keep your drapes closed. Don’t let zombies spit on you. If you knock zombie down, direct a second bullet into its brain stem. But above all, do not assume that the war is over, because it never is. The zombies you kill today will merely be replaced by zombies tomorrow. But you can do this, my friend. It’s disenchanting, but it’s not difficult. Keep your finger on the trigger. Continue the termination. Don’t stop believing. Don’t stop deleting. Return your voice mails and nod your agreements. This is the zombie’s world, and we just live in it. But we can live better.”

1. **Echo the Introduction**

**This is a very linear form of argument. The introduction begins with a proposal or a concept and the conclusion literally echoes these sentiments. In this sense the argument has come full circle and the conclusion mirrors the opening ideas which had been presented in the introduction.**

**In Okrent’s essay below how do the opening and concluding paragraphs mirror one another?**

Daniel Okrent, “The War of Words: A Dispatch from the Front Lines”

Introduction

“Nothing provokes as much rage as what many perceive to be the *Times*’s policy on the use of “terrorist,’ ‘terrorism,’ and ‘terror.’ There is no policy, actually, but except in the case of Al Qaeda, or in direct quotations, these words, as explosive as what they describe, show up very rarely.”

Conclusion

“Given the word’s history as a virtual battle flag over the past several years, it would be tendentious for the *Times* to require constant use of it, as some of the paper’s critics are insisting. But there’s something uncomfortably fearful, and inevitably self-defeating, about struggling so hard to avoid it.”

**4. Overview of Key Points/Look to the Future**

**An overview of key points summarizes the main points made in the essay. This reminds readers of what was discussed and clearly ends the discussion. It may also ask the audience to consider the implications of the core ideas for future implementation; in this case it is very similar to the call to action type of conclusion.**

**How do the following two examples from Anzaldua and Nye summarize key points?**

**What do they expect the future to look like?**

Gloria Anazaldua *How to Tame a Wild Tongue*

*“Los Chicanos,* how patient we seem, how very patient. There is the quiet of the Indian about us. We know how to survive. When other races have given up their tongue, we’ve kept ours. We know that it is to live under the hammer blow of the dominant *norte-americano* culture. But more than we count the blows, we count the days the weeks the years the centuries the eons until the white laws and commerce and customs will rot in the deserts they’ve created, lie bleached. *Humildes* yet proud, *quietos* yet wild, *nosotros los mexicanos-Chicanos* will walk by the crumbling ashes as we go about our business. Stubborn, persevering, impenetrable as stone, yet possessing a malleability that renders us unbreakable, we, the *mestizas* and *mestizos*, will remain.

Joseph S. Nye “The U.S. can Reclaim ‘Smart Power’”

“Obama faces a difficult international environment, but previous presidents have managed to employ hard, soft, and smart power in equally difficult contexts. In 1970, during the Vietnam War, America was viewed as unattractive in many parts of the world, but with changed policies and the passage of time, the United States managed to recover its soft power. It can happen again.”

**5. A Quotation**

**Using a quotation that is well known, or that is from a well-known person, helps a writer make a point in a powerful way. Quotations give a literary tone to an essay. Quotations may also be used as examples from research; so for instance a quotation from an interviewee in a research project may be used. Other options may be to quote an element from pop culture, a common phrase from culture, or an advertisement.**

**From where do the quotes that these authors use in the following two paragraphs come?**

**How do those quotes assist them in making their points?**

Gladwell “How Different are Dogfighting and Football”

“Casson is right. There is nothing else to be done, not so long as fans stand and cheer. We are in love with football players, with their courage and grit, and nothing else—neither considerations of science nor those of morality—can compete with the destructive power of that love.

In ‘Dogmen and Dogfights,’ Evans and Forsyth write:

When one views a staged dog fight between pit bulls for the first time, the most macabre aspect of the event is that the only sounds you hear from these dogs are those of crunching bones and cartilage. The dogs rip and tear at each other; their blood, urine and saliva splatter the sides of the pit and the clothes of the handlers…The emotions of the dogs are conspicuous, but not so striking, even to themselves, are the passions of the owners of the dogs. Whether they hug a winner or in the rare case, destroy a dying loser, whether they walk away from the carcass or lay crying over it, their fondness for these fighters is manifest.

Caroline Alexander “The Great Game”

“The association of war with sport is not likely to disappear, given the physicality and competitiveness embedded in the practice of both. More surprising are the the enduring associations of sport with war, often occurring in ways that rely on historic memory. Soccer matches played between England and Germany produce a flurry of admonitions for rowdy English fans—no impersonating Hitler, no shouting of ‘stand up if you won the war,’ no goose stepping. When in 2001 England defeated Germany in a preliminary World Cup match in Munich, the British tabloids commemorated **the** victory with the thundering headline: ‘Blitzed!’”

#### 6. A Statistic

**Using a statistic in a conclusion leaves readers with an impressive fact that reinforces the points made in the essay. It provides a sense of incontrovertible evidence and a logical conclusion to the essays.**

**How does Swift use the statistics below to make his point?**

Jonathan Swift, “A Modest Proposal”

“After all, I am not so violently bent upon my own opinion as to reject any offer proposed by wise men, which shall be found equally innocent, cheap, easy, and effectual. But before something of that kind shall be advanced in contradiction to my scheme, and offering a better, I desire the author or authors will be pleased maturely to consider two points. First, as things now stand, how they will be able to find food and raiment for an hundred thousand useless mouths and backs. And secondly, there being a round million of creatures in human figure throughout this kingdom, whose sole substinence put into common stock would leave them in debt two million pounds sterling, adding those who are beggars by profession to the bulk of farmers, cottagers, laborers, with their wives and children who are beggars in effect; I desire those politicians who dislike my overture, and may perhaps be so bold to attempt an answer, that they will first ask the parents of these mortals whether they would not at this day think it a great happiness to have been sold for a year old in this manner I prescribe, and thereby have avoided such a perpetual scene of misfortunes as they have since gone through by the oppression of landlords, the impossibility of paying rent without money or trade, the want of common sustenance, with neither house nor clothes to cover them from the inclemencies of the weather, and the most inevitable prospect of entailing the like or greater miseries upon their breed forever.”

**7. Metaphor (ending with a rhetorical device/figurative language)**

**Metaphors, similes, personification, symbols can all give a strong ending to an essay. They create an imaginative comparison or contrast that stays with the reader and creates power in the visual perceptions of the audience.**

**In what way is Rice’s metaphor an appropriate ending to his discussion of the Notre Dame football team?**

Grantland Rice, “The Four Horsemen”

“One strong feature of the Army play was its headlong battle against heavy odds. Even when Notre Dame had scored two touchdowns and was well on its way to a third, the Army fought on with fine spirit until the touchdown chance came at last. And when the chance came, Coach McEwan had the play ready for the final march across the line. The Army has a better team than it had last year. So has Notre Dame. We doubt that any team in the country could have beaten Rockne’s array yesterday afternoon, East or West. It was a great football team brilliantly directed, a team of speed, power, and team play. The Army has no cause to gloom over its showing. It played first-class football against more speed than it could match.

Those who have tackled a cyclone can understand.”