STUDENT OBJECTIVES

• Draw conclusions from text
• Draw conclusions about character, narrator, and speaker in literature

RESOURCES AND PREPARATION

You will need photocopies for students of:

• Student Lesson Summary, p. 83
• Teaching Model, from White Fang, p. 84
• Graphic Organizer, Drawing Conclusions, p. 85
• Practice Worksheets, Levels A and B, pp. 86–87
• Reteaching Worksheet, p. 88

Teach

1. Drawing Conclusions: Explain to students that they draw conclusions in everyday life when they look at evidence and conclude what may be happening or have happened as a result.

   • Ask students to discuss what they think the difference is between “drawing a conclusion” and “jumping to a conclusion.”
   
   • Elicit that the first is more reliable than the second, and that the key difference is reviewing enough evidence—facts, and real sensory information such as sights and sounds.

2. Teaching How to Draw Conclusions: Distribute the Lesson Summary, and guide students through the Academic Vocabulary.

   • Explain that drawing conclusions is the process of making judgments based on evidence, one’s own experience, and reasoning.
   
   • Then read the following example:

   EXAMPLE Suppose you see smoke in the distance. You might infer that a fire has started and is raging out of control, but you might also know that smokestacks and other industrial activity cause smoke. Then you hear sirens. Now you conclude that a fire has got out of control somewhere nearby.

   • Next, write the process of drawing the conclusion on the board, as follows:

   EXAMPLE One: You note the sounds and sights as evidence. Two: From each clue, you make an inference, or logical guess, about what is happening. Three: You combine all the inferences and knowledge from past experience to draw a conclusion.

3. Drawing Conclusions from a Text: Explain that, instead of telling readers what to think about characters and events in a story, writers describe what the characters say, do, and think. In this way, writers offer clues and invite readers to draw their own conclusions. Write on the board or read aloud this interchange from Charles Dickens’s A Christmas Carol:

   EXAMPLE “Christmas a humbug, uncle!” said Scrooge’s nephew. “You don’t mean that, I am sure.”
“I do,” said Scrooge. “Merry Christmas! What right have you to be merry? What reason have you to be merry? You’re poor enough.”
“Come, then,” returned the nephew joyfully. “What right have you to be dismal? What reason have you to be morose? You’re rich enough.”

Discuss the following questions:

- What facts do you learn about Scrooge? *(He doesn't like Christmas. He doesn't understand why his nephew does.)*
- What inferences can you make from these facts? *(Sample: He's not a happy person, even though he's wealthy.)*
- Do you know anyone like Scrooge? Draw a conclusion about Scrooge and wealth. *(Sample: Money doesn't automatically make a person happy.)*

4. **Guided Practice:** Pass out copies of the Teaching Model, from *White Fang*. Do not yet tell students that *White Fang* is the story of a wolf that is one-quarter dog. Students should be able to infer that the lead character is not human.

- After students read the passage, distribute the Graphic Organizer and guide them in completing it.
- Have students review the inferences they have made and connect them to their own experiences.

Then ask: What conclusion can you draw about the lead character, and the reasons for his fear? *(Sample: The character is a wolf cub who encounters a human.)*

**Sample Answers: Graphic Organizer**

**Facts**—He comes across humans, creatures “the like of which he had never seen before.” They don’t move upon seeing him. He is also motionless upon seeing them.

**Inferences**—He is not human. Both men and wolf cub freeze because they are wary of the other.

**My Experience**—Students can privately note their own experiences with situations that are new, strange and/or intimidating.

**Conclusion**—The wolf cub feels small and helpless in the presence of creatures who possess a kind of power unlike any he has ever encountered.

**QUICK CHECK.** Ask students to describe situations in everyday life in which they draw conclusions about people or events. *(Accept any answer that combines noting evidence, making inferences, and making judgments based on past experiences.)*

**Practice and Apply**

Practice activities for drawing conclusions appear on pp. 86–87.

- Assign Practice Worksheet A to students who need more structured activities.
- Assign Practice Worksheet B to grade-level and above-level students.
Sample Answers: Practice Worksheet A

1. Property surrounding the town square is on fire.
2. It's noteworthy that some houses are “uninjured” because so many others have been damaged.
3. The dark heap is likely to be a dead body.
4. In the narrator's shoes, I would be terrified.
5. He is desperately frightened by the calamities he has just witnessed and perhaps even more fearful of the troubles yet to come.

Sample Answers: Practice Worksheet B

1. The roadway going up to a little house; He sees the road in his mind's eye, not literally.
2. He left “many a year ago.” The speaker is no longer young.
3. The road is “long, long.” The road represents the life journey of the speaker.
4. A voice calls to him; The voice may be a loved one from his past, God, or hope.
5. Students should describe any occasions when they have had fond memories of days gone by.
6. The speaker is reflecting on life's long journey, how it felt to embark upon it, and the enduring nature of hope.

Assess and Reteach

Use these guidelines to determine if students need the Reteaching Worksheet.

- **Practice Worksheet A:** Students should answer at least 3 items correctly. Their answers in item 5 should note the narrator's complete terror.
- **Practice Worksheet B:** Students should answer at least 4 items correctly. Their answers in item 6 should reflect awareness that the road is a metaphor for life's journey.

For students who need reteaching, review the Lesson Summary, relating the example to the definitions. Brainstorm one or two examples of real-life situations in which people draw conclusions. Then have students complete the Reteaching Worksheet, p. 88.

Sample Answers: Reteaching Worksheet

1. A shy person keeps to themselves in places where people congregate.
2. A person who would like to be more social stands close to, but not in the center of groups.
3. An honest, trustworthy person turns in lost property without digging into it.
4. A person who intervenes to protect someone weaker is brave and has a strong sense of empathy.
5. Students might say they would like to have such a person as a friend. They might also say they would try to draw him out a bit.
6. The character is a “strong, silent type,” one who expresses nonverbally his goodwill toward others. He might be interesting to talk to if a friend could get him to open up.