

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

## Ailanthus Conclusion

Week # \_\_\_\_\_

We will use the MEL-Con format in this class when we write in this class. See the table below:

Component		Description
M	Main Idea	A statement that may answer the topic question or testable question and gives the rest of the paragraph a purpose.
E	Evidence	Numerical data that is stated to support the main idea. This should include several pieces of data.
L	Link	The reasoning or explanation that shows HOW the evidence supports the main idea. Pieces of numerical evidence with units should be compared to each other. Research documents should be paraphrased or quoted to support the main idea. This should make up the majority of your paragraph.
Con	Concluding Statement	A statement that summarizes the Evidence and Link sections to maintain the main idea.

*Directions: Read the MEL-Con paragraph below. Annotate the paragraph in the following way:*

- (1) Double underline the Main Idea, (2) Bracket the evidence, (3) Put a star next to the Link, (4) Draw an arrow next to the Concluding statement.*

The majority of the freshmen students in Kenwood Academy are girls. There are 224 girls but only 170 boys. Based on this information, there are 54 more girls than there are boys. Out of the 394 freshmen students at Kenwood, about 57% of the freshmen are girls while 43% of the freshmen are boys. Therefore, since 57% of freshmen students are girls, female broncos make up the majority of the freshmen class.

In your own words, why is this paragraph a good example of a conclusion?

*Directions: Read the information below and answer each question in complete sentences. This will be your draft of the Ailanthus conclusion.*

We will now write a concluding MEL-Con paragraph for our Ailanthus experiment. Specifically, your conclusion will answer the question:

**How does the amount of allelopathic chemicals vary in different parts of the Ailanthus plant?**

1. Main Idea: Turn the above question into a statement.

2. Evidence:

a. In the experiment, what was done to the radish seeds?

b. Describe the average growth of the radish seeds (with units) in each of the four treatments.

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3. Link:

a. Which treatment caused the seeds to grow the least?

\_\_\_\_\_

b. Compared to water, how much less did these seeds grow?

\_\_\_\_\_

c. Why did these seeds grow the least?

\_\_\_\_\_

d. Put the remaining treatments in order, from least to greatest.

\_\_\_\_\_

e. Indicate what this means about the amount of allelopathic chemicals in those parts of the plant.

\_\_\_\_\_

\_\_\_\_\_

4. Concluding Statement: Fill in the blanks

Therefore, the Ailanthus plant has different amounts of allelopathic chemicals in different parts, with the \_\_\_\_\_ having the most amount of \_\_\_\_\_, and the \_\_\_\_\_ having the least amount of \_\_\_\_\_.

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Rewrite all of your answers from questions 1 – 4 into paragraph form on a separate sheet of paper. This will be considered the final version of your Ailanthus conclusion, which is a summative grade.

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After you have completed your final version, use the checklist below to edit your work.

- ☐ There are no pronouns such as I, we, they, it, my, our, etc.
- ☐ There are no grammar (run on sentences, fragments, etc) or spelling mistakes.
- ☐ Direct wording from research has quotation marks as well as sources.
- ☐ All parts (M, E, L, and Con) parts are present.