

REVISING INVESTIGATION WRITING—SENTENCE STARTERS PART 1

Purpose

Now that students have had the opportunity to identify, analyze, and revise BHP student writing in relation to the Claim and Focus, Analysis and Evidence, and Applying BHP Concepts areas of the BHP Writing Rubric, they'll put the pieces together and examine a piece of writing more holistically by attending to those three rows of the rubric together, as part of their revision. To help students manage this next level of complexity, we've provided sentence starters. Although the rows of the rubric mentioned, along with Organization, are a useful tool for breaking down elements of writing, eventually those elements need to be seen as a whole, since the areas of focus are interrelated. In the best historical writing, these connections are clear. This is the first activity of three that will help students put the pieces back together.

Practices

Reading

This activity requires students to analyze a sample student essay, and then to suggest revisions to the essay based on criteria from the BHP Writing Rubric. As such, the connection between reading and writing should be quite apparent. Yet another great excuse to remind students about the relationship between reading and writing!

Process

Tell students that in this activity, they're going to look at another BHP student essay and revise it. However, this time you're upping the ante—things are going to get complicated. Instead of just looking at one of the rows from the BHP Writing Rubric, they're going to revise text from three of the areas they've been focusing on: Claim and Focus, Analysis and Evidence, and Applying BHP Concepts.

Reassure students that you know this isn't easy to do, so they'll have what are called sentence starters to help make the process a little simpler. If anyone asks why they have to do this, explain that the rubric is really a tool to help break down, identify, and evaluate different elements of writing, but it doesn't necessarily reflect one really important aspect of good historical writing—showing the interrelatedness of the different areas of the rubric. For example, to successfully use texts as evidence, you need to connect that evidence to your major claim or thesis. If your major claim or thesis isn't clear, it's hard to connect the evidence to it, and vice versa.

Have students get into groups of three or four. This is a complicated activity, so we strongly suggest they complete the worksheet in groups. Once students have reviewed the essay, ask them to underline what they think is the major claim or thesis. Then, tell them to improve the thesis statement using one of the sentence starters provided.

Once they've done that, have them find and circle anywhere texts were used as evidence. Next, they're to rewrite one of those sentences using one of the sentence starters provided. Finally, have them add a BHP concept to the essay. As you can see from the worksheet, the author of the essay didn't apply any BHP concepts. Have students use yet another sentence starter to help add the application of BHP concepts.

When everyone has finished, have students share their answers with the class. Remind students that they're about to start Investigation 7, and they can use these sentence starters as part of their essay, if they choose.

REVISING INVESTIGATION WRITING—SENTENCE STARTERS PART 1

Directions:

1. Read the essay.
2. **Claim and Focus:** Underline what appears to be the major claim/thesis. Then, use one of the following sentence starters to improve the thesis/major claim. Add your sentence in the space provided below.
 - In my interpretation...
 - In this paper, I am arguing...
 - From my own point of view...
3. **Analysis and Evidence:** Circle anywhere texts were used as evidence. Then, use one of the following sentence starters to add the evidence. Add your sentence in the space provided below, and add a star to the beginning and end of the sentence(s) or phrase(s) you revised.
 - For example...
 - For instance...
 - In support of this...
4. **Applying BHP Concepts:** As you have likely noted, BHP concepts were not used in this essay at all. Use one of the following sentence starters and add a sentence or two that applies BHP concepts in the essay.
 - Furthermore...
 - As you can see...
 - Obviously...

Sentence Starter Sentences

1. **Claim and Focus** – Sample answer: In this paper, I am arguing that language makes humans different because language is a result of collective learning, whereas animal communication is instinctual rather than learned.
2. **Analysis and Evidence** – For example, parasites like bacteria can communicate with other bacteria via special receptors (Anderson, 2004) – this is not something bacteria had to learn, rather, something that they are “born” with.
3. **Applying BHP Concepts** – Sample answer: Obviously, animals do not have the ability to preserve information, share it with one another, and pass it onto the next generation. Only humans have the ability to collectively learn, and this is what makes human language unique.

Note: This student essay was written in response to the Unit 6 Investigation question, “How does language make humans different?” There were nine documents provided in the Investigation Library.



REVISING INVESTIGATION WRITING—SENTENCE STARTERS PART 1

How is human language different from the communication of other animals?

There are multiple ways different animals can communicate besides the way humans communicate.* Even parasites like bacteria can communicate with other bacteria. Bacteria can sense their same species each other with special receptors that they have.* That is one way a living thing can communicate differently than humans do.

Another living thing that can communicate is bees. They can communicate with different body movements like dancing. They dance to tell the rest of the hive if there is pollen far away or close by. There daces are the round dance and the tail-wagging dance. If there is pollen close, they do the round dance if there is pollen faraway they will do the tail-wagging dance.

Another example of no human communication is birds. Birds use calls and songs to communicate with each other. These let others birds know of nearby danger, nesting, or flocking and other basic situations. Bird calls are shorter than songs and consist of shorter notes. Bird calls can also be rearranged to produce new bird songs. Bird songs are longer and are mostly used by males to attract mates or to establish territory.

All living things do not communicate with their species but some do. Living things that do communicate don't all need a language to communicate.

Turnitin Score: This essay received a score in the "Emerging" column for all categories of the rubric.

Comments: "Your introduction is your first chance to communicate your ideas to your audience. Write sentences that are clear by using vocabulary that your readers will understand. You need a thesis that takes a position and answers the Investigation question. Help your readers follow your essay by organizing your ideas in an effective way. For example, it helps to group related ideas in the same paragraph and discuss different ideas in separate sections. Remember to also address the counterclaim, or opposing view, of your position. Make sure you define and connect BHP concepts such as symbolic language and collective learning to your thesis and evidence."



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Practices

Reading

This activity asks you to analyze another student's essay, and then to revise parts of it based on criteria from the BHP Writing Rubric. The connection between reading and writing really comes alive with this activity!

Process

In this activity, you're going to look at another BHP student essay and revise it. However, this time we're upping the ante—things are going to get complicated. Instead of looking at just one row of the BHP Writing Rubric, you're going to revise text from three of the areas you've been focusing on: Claim and Focus, Analysis and Evidence, and Applying BHP Concepts.

This isn't easy to do, so we're providing you with sentence starters to help make the process a little simpler. Are you wondering why you have to do this? Well, the rubric is really a tool to help break down, identify, and evaluate different elements of writing. However, it doesn't necessarily reflect one really important aspect of good historical writing: showing the interrelatedness of the different areas of the rubric. For example, to successfully use texts as evidence, you need to connect that evidence to your major claim or thesis. If your major claim or thesis isn't clear, it's hard to connect the evidence to it, and vice versa.

Get into groups of three or four. Once everyone in your group has read the essay, which is on page 3 of this document, discuss and underline what you think the major claim or thesis is. Then, work together to improve the thesis statement by using one of the sentence starters provided.

Once you've done that, find and circle anywhere texts were used as evidence. Then, as a group, rewrite one of those sentences using one of the sentence starters provided. Finally, add a BHP concept to this essay. As you can see from the worksheet, this essay doesn't include any BHP concepts. Use another sentence starter to help add the application of BHP concepts.

Be prepared to share your answer with the class. Remember, you're about to start Investigation 7, and you should feel free to use these sentence starters as part of your essay!

REVISING INVESTIGATION WRITING—SENTENCE STARTERS PART 1 Name: Date: **Directions:**

1. Read the essay.
2. **Claim and Focus:** Underline what appears to be the thesis/major claim. Then, use one of the following sentence starters to improve the thesis/major claim. Add your sentence in the space provided below.
 - In my interpretation...
 - In this paper, I am arguing...
 - From my own point of view...
3. **Analysis and Evidence:** Circle anywhere texts were used as evidence. Then, use one of the following sentence starters to add the use of evidence. Add your sentence in the space provided below, and add a star to the beginning and end of the sentence(s) or phrase(s) you revised.
 - For example...
 - For instance...
 - In support of this...
4. **Applying BHP Concepts:** As you have likely noted, BHP concepts were not used in this essay at all. Use one of the following sentence starters and add a sentence or two that applies BHP concepts in the essay.
 - Furthermore...
 - As you can see...
 - Obviously...

Sentence Starter Sentences

1. Thesis/Major Claim

2. Using Texts as Evidence



3. Applying BHP Concepts

Note: This student essay was written in response to the Unit 6 Investigation question, “How does language make humans different?” There were nine documents provided in the Investigation Library.

How is human language different from the communication of other animals?

There are multiple ways different animals can communicate besides the way humans communicate. Even parasites like bacteria can communicate with other bacteria. Bacteria can sense their same species each other with special receptors that they have. That is one way a living thing can communicate differently than humans do.

Another living thing that can communicate is bees. They can communicate with different body movements like dancing. They dance to tell the rest of the hive if there is pollen far away or close by. There dances are the round dance and the tail-wagging dance. If there is pollen close, they do the round dance if there is pollen faraway they will do the tail-wagging dance.

Another example of no human communication is birds. Birds use calls and songs to communicate with each other. These let others birds know of nearby danger, nesting, or flocking and other basic situations. Bird calls are shorter than songs and consist of shorter notes. Bird calls can also be rearranged to produce new bird songs. Bird songs are longer and are mostly used by males to attract mates or to establish territory.

All living things do not communicate with their species but some do. Living things that do communicate don't all need a language to communicate.

WRITING RUBRIC

	Advanced	Proficient	Developing	Emerging
Claim and Focus* Make a clear claim about the topic early in the essay and focus on proving it.	The essay makes a precise and significant claim based on the topic and/or source(s). The essay maintains a strong focus on defending a directly stated position, using the whole essay to support and develop the claim and counterclaims while thoroughly addressing the demands of the prompt.	The essay makes a clear claim based on the topic and/or source(s). The essay maintains focus on defending an identifiable position, using most of the essay to support and develop the claim and counterclaims while addressing the demands of the prompt.	The essay makes a claim based on the topic and/or source(s), but it may not fully address the demands of the prompt. Counterclaims may not be acknowledged, and the essay may not stay focused on the purpose and task.	The essay makes an overly simplistic or vague claim, or a position on the topic and/or source(s) may not be stated. Counterclaims are not acknowledged, and the essay does not address the purpose, task, or demands of the prompt.
Analysis and Evidence Choose the right evidence and explain how it supports the claim and analysis.	The essay cites the most appropriate and valid evidence to support its claim, drawing information substantively from multiple sources to defend its position and effectively refute counterclaims. The essay demonstrates insightful reasoning and careful understanding of the sources, acknowledging inconsistencies or weaknesses in evidence, and fully explains the relationship between claims and support.	The essay cites sufficient and appropriate evidence to support its claim, drawing information from multiple sources to defend its position and refute counterclaims. The essay demonstrates reasoning and understanding of the sources, potentially acknowledging inconsistencies or weaknesses in evidence, and adequately explains the relationship between claims and support.	The essay cites evidence to support its claim, but it may be insufficient or draw unevenly from available sources. Support may be inadequate in defense of the position and refutation of the counterclaim or rely too heavily on summary. The essay demonstrates some reasoning and/or understanding of the sources, though explanations of the relationship between claims and support are not always clear.	The essay cites minimal or irrelevant evidence to support its claim. Support may rely primarily on opinion, reasoning, or summary of the source(s) without clear cited evidence. The essay demonstrates little to no reasoning and/or understanding of the sources. An explanation of the relationship between claims and support is not present.
Organization Present ideas in a structure that enhances the analysis. Use transitions throughout the essay to make connections clear.	The essay incorporates precise transitions within a sophisticated organizational structure that enhances the relationships between and among ideas and promotes cohesion and clarity. A well-executed, logical progression of ideas is clearly constructed, including an effective introduction and a conclusion which follows from and supports the claim and analysis.	The essay employs an organizational structure that shows the relationships between and among ideas, yielding a cohesive analysis. Clear transitions support a logical progression of ideas, including an effective introduction and a conclusion which follows from and supports the claim and analysis.	The essay uses a simplistic organizational structure, though relationships between ideas may not be consistently clear. Use of transitions is sparse, repetitive, and/or does not show the connections among sections of the text. A progression of ideas is evident, however, the introduction and/or conclusion may not be fully developed or follow from and support the claim and/or analysis.	An organizational structure is not evident, and relationships between ideas are not consistently clear. The essay may read as a series of unrelated ideas, as the absence of transitions makes it difficult to see connections among sections of the text. An introduction and/or conclusion is missing from the essay.



WRITING RUBRIC

	Advanced	Proficient	Developing	Emerging
<p>Language and Style</p> <p>Use specific, interesting language and clear sentence structure to communicate ideas.</p>	<p>The essay has an established, formal style and objective tone that is maintained throughout. The essay uses varied sentence structure, precise language, and domain-specific vocabulary in a way that addresses the complexity of the topic. Few errors are present, and they do not interfere with meaning.</p>	<p>The essay has an established, formal style that is maintained throughout. The essay uses mostly correct, varied sentence structure and generally uses precise language and domain-specific vocabulary in a way that generally addresses the complexity of the topic. The essay may have some errors, but they do not interfere with meaning.</p>	<p>The essay attempts to establish a formal style that may not be maintained throughout. The essay attempts to vary sentence structure and uses some precise language that may be domain-specific at times but may address the complexity of the topic inconsistently. The essay contains some errors that may interfere with meaning.</p>	<p>The essay does not establish and/or maintain a formal style. The essay uses little variety in sentence structure, and the language is general and not domain-specific. The essay contains errors that interfere with meaning.</p>
<p>Applying BHP Concepts†</p> <p>Choose and accurately apply the relevant BHP concepts in a way that shows understanding, and further supports the argument and evidence presented in the essay.</p>	<p>The essay effectively applies at least one BHP course-level concept and/or unit-level concept or content. The concept(s) or content are connected to the argument or evidence in the essay, and misconceptions are avoided. There are no errors in applying BHP concepts or content, and the essay draws on both knowledge within the Investigation and the unit as well as knowledge beyond or outside the Investigation or unit. The essay demonstrates a clear understanding of the topic, the concepts, and the time period discussed in the essay. The essay makes use of broader historical or scientific knowledge than is located in the course.</p>	<p>The essay applies one BHP course-level concept and/or unit-level concept or content. The concept or content is connected to the argument or evidence in the essay, and misconceptions are avoided. There are no errors in applying BHP concept or content to illustrate or support concepts and claims, or to inform the essay. The essay draws on both knowledge within the Investigation and the unit as well as knowledge beyond or outside the Investigation or unit. The essay might draw on broader historical or scientific knowledge than is located in the course to make claims, but might contain some inaccuracies.</p>	<p>The essay tries to apply at least one BHP course-level or unit-level concept or content, but does not fully articulate the concept's meaning or connection to the argument. It does avoid explicit misconceptions of the concept and may make an occasional minor error in applying BHP facts or concepts (that is, ones not found in the Investigation library) to illustrate or support concepts and claims, or to inform the essay. The essay does not draw on broader historical or scientific knowledge than is contained in the course.</p>	<p>The essay incorrectly or inappropriately mentions at least one BHP course-level concept and/or unit-level concept or content, and it may include misconceptions of that concept. The essay may make many minor errors or a major error in applying new BHP facts or concepts (that is, ones not found in the Investigation library). The student fails to use historical content in any meaningful way, and instead simply lists factors or describes elements of the topic.</p>

*Turnitin, LLC, created the first four rows of this rubric for use with their Revision Assistant and Turnitin tools.

†The “Applying BHP Concepts” row of the rubric should be used by teachers and students to assess student learning and understanding in this area. *Teachers should not assess student writing using Turnitin reports exclusively.*



WRITING RUBRIC

Name:

Date:

	Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)	Score
Claim and Focus					
Analysis and Evidence					
Organization					
Language and Style					
Applying BHP Concepts					

Toal Score

