

REVISING INVESTIGATION WRITING—SENTENCE STARTERS PART 2

Preparation

For peer editing:

- Investigation 7 Library
- Investigation 7 essays (or another student essay of your choosing that was graded using the BHP Writing Rubric)

Purpose

This is another activity in which students will examine a piece of writing through the lens of the entire BHP Writing Rubric. While the categories in the rubric are a useful tool for initially understanding the different elements of writing, they need to be looked at as a whole since the areas of focus are interrelated. In the interest of continued skill-building and independence in completing this type of work, students will conduct analysis and revision alone instead of in groups. Each student will be assigned to review and revise a peer essay for this activity.

Practices

Reading, claim testing

In this activity, students must engage in close reading so that they can revise an essay. Claim testing is a process that at this point should be a routine part of students' classroom practice: When reading historical writing, they need to analyze whether or not assertions are supported with evidence. When constructing historical writing, they should claim test their own assertions to ensure they are sufficiently supported.

Process

Tell students that this Investigation writing activity is going to be a lot like the last one they did. However, this time they're going to revise one of their classmate's essays, and, instead of doing this in a group, they'll analyze and revise their classmate's essay on their own. In case they need reminding, instead of just looking at one row from BHP Writing Rubric, they're going to revise text using each of the three areas they've been focusing on: Claim and Focus, Analysis and Evidence, and Applying BHP Concepts. They should also think about Organization, something they initially focused on way back in Unit 2!

Let students know that although this activity might be harder than the previous Investigation writing exercises because they're working alone, just like in the last Investigation writing activity, they'll have a set of sentence starters to help them with their revisions. Hand out Investigation 7 essays to students for peer review. If your students didn't complete Investigation 7, you can use any essay you graded using the BHP Writing Rubric.

First, have students read the peer essay they were given, keeping in mind the Claim and Focus, Analysis and Evidence, and Applying BHP Concepts from the rubric. Once students have reviewed the essay, ask them to underline what they think the major claim or thesis is. Then, tell them to improve the major claim if needed, using one of the sentence starters provided. If the major claim doesn't merit a rewrite, ask the student to point out what features of the claim make it exemplary. Once they've done that, they should circle anywhere texts were used as evidence. Next, they should rewrite one of those sentences using one of the sentence starters provided. Finally, have them highlight anywhere BHP concepts were applied, and have them use yet another sentence starter to improve upon any statements where BHP concepts were applied.

Once they've completed their worksheets, pair the students so they can share their feedback and suggestions for improvement with the classmate whose essay they reviewed. Remind them that Investigation 8 is up next, and that they should use the sentence starters and what they've learned from the analysis and revision process when writing their Investigation 8 essays.

REVISING INVESTIGATION WRITING—SENTENCE STARTERS PART 2

Purpose

This is another activity where you'll examine a piece of writing through the lens of the entire BHP Writing Rubric. While the categories in the rubric are a useful tool for initially understanding the different elements of writing, ultimately, it's best to take it as a whole since the areas of focus are interrelated. In the interest of continued skill-building and independence in completing this type of work, this time you'll conduct analysis and revision alone instead of in groups. And for this activity, you'll be reviewing a peer essay - and a peer will be reviewing your essay!

Practices

Reading, claim testing

In this activity, you must engage in close reading so that you can revise an essay. Claim testing is a process that at this point should be a routine part of your classroom practice: When reading historical writing, you need to analyze whether or not assertions are supported with evidence. When constructing historical writing, you should claim test your own assertions to make sure they are sufficiently supported.

Process

This Investigation writing activity is going to be a lot like the last one you did. However, this time you're going to revise one of your classmate's essays. And, you'll work alone instead of in groups. Remember, instead of just looking at one row from BHP Writing Rubric, you're going to revise text using each of the three areas you've been focusing on: Claim and Focus, Analysis and Evidence, and Applying BHP Concepts. You should also think about Organization, something you initially focused on way back in Unit 2!

As in the last Investigation writing activity, your teacher will give you a set of sentence starters to help with your revisions. Look at the Revising Investigation Writing— Sentence Starters Part 2 Worksheet and read the peer essay given to you by your teacher. While reading, keep Claim and Focus, Analysis and Evidence, and Applying BHP Concepts in mind. Once you've reviewed the essay, underline what you think is the major claim or thesis. If needed, improve the thesis statement using one of the sentence starters provided. If the major claim is as good as it can get, point out the features of the claim that make it outstanding. Once you've done that, **circle** anywhere texts were used as evidence, and then rewrite one of those sentences using one of the sentence starters provided. Finally, highlight anywhere BHP concepts were applied, and use yet another sentence starter to improve any statements where BHP concepts were applied.

Once you've completed your worksheet, pair up with the classmate whose essay you read, and share your feedback and suggestions for improvement. Investigation 8 is up next, and you should use the sentence starters and what you've learned from the analysis and revision process when writing your Investigation 8 essay.



REVISING INVESTIGATION WRITING—SENTENCE STARTERS PART 2

Directions:

1. Read your peer's essay.
2. **Claim and Focus:** Underline what you think is the major claim/thesis. Then, use the one of the following sentence starters to improve the major claim/thesis. Add your sentence in the space provided below. If the major claim/thesis doesn't need to be improved, use the space below to point out the features that make it outstanding.
 - From my own point of view...
 - [quote] I agree/disagree with...
 - It seems to me that...
3. **Analysis and Evidence:** Circle anywhere texts were used as evidence. Then, use one of the following sentence starters to either revise or add the use of texts as 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.
 - First...second...
 - In fact...
 - As you can see...
4. **Applying BHP Concepts:** Highlight anywhere BHP concepts were applied. Then, use one of the following sentence starters to add or improve the use of BHP concepts in your peer's essay. Add your sentence in the space provided below, and add a smiley face (☺) to the essay where this sentence would be added in..
 - It is clear that...
 - [Source] suggested/promoted/believed...
 - Also.....

Note: You will be asked to share your edits with the classmate whose essay you reviewed, so make sure you're ready to share your work.



Sentence Starter Sentences

1. Claim and Focus:

2. Analysis and Evidence:

3. Applying BHP Concepts: