

Drafting Board: Military Intervention

Time Needed: Three to five class periods

Materials Needed:

Computers with internet access
Drafting Board log-in information
Student Packet (*Evidence Guide* and *Progress Sheet*)

Copy Instructions:

Reasons & Evidence Guide (for yourself)
Progress Packet (class set)
Evidence Guide (class set)

Learning Objectives. Students will be able to:

- Analyze and synthesize primary and secondary source materials
- Develop an understanding of perspective and bias by comparing and contrasting texts
- Find, evaluate, and categorize information from multiple sources
- Develop claims and counterclaims based on evidence from source material
- Articulate arguments for and against using military force to intervene in humanitarian crises
- Identify times the U.S. has or has not intervened in humanitarian crises (Somalia, Bosnia, Kosovo, Libya, Rwanda)

STEP BY STEP

TEACHER PREP

Make sure your students know their iCivics.org usernames and passwords. These will be used to access *Drafting Board*. There is a space on the *Progress Packet* for the students to keep this information for each visit to *Drafting Board*.

Look over the pre-writing activities (Pro/Con and Mind Map) and decide which you would like to have your students complete.

☐ **DISTRIBUTE**

the pre-writing activity to the class and give five minutes for the students to brainstorm. When the time is up, you may ask students to share with the class.

☐ **TELL**

students that in *Drafting Board* they will be reading about whether countries should use their militaries to stop humanitarian crises in other countries.

☐ **DISTRIBUTE**

a *Military Intervention* packet to each student. (Includes *Progress Packet* and *Evidence Guide*)

☐ **SHOW**

students where to write their usernames and passwords on the packet.

☐ **PREVIEW**

the objectives for each tool and explain that this is a long-term project that will take a number of class periods. The *Progress Packet* will help them keep track of each visit to *Drafting Board*.

☐ **ASK**

students to log in and begin using the first tool in *Drafting Board*, The Issue Analyzer.

☐ **CIRCULATE**

around the class, helping students as needed.

☐ **CLOSE**

each day by giving the students a 3 minute warning, then asking them to note on the *Progress Packet* where they left off. Collect packets for the next visit to *Drafting Board*.

Continued on the next page...

Drafting Board: Military Intervention

Continued from the last page...

- ☐ **REVIEW** student progress each day. Intervene either with the whole class or with individual students if necessary.
- ☐ **PRINT** or export student essays once they have finished *Drafting Board* to prepare for the student editing activity.
- ☐ **DISTRIBUTE** a peer editing half sheet to each student.
- ☐ **PAIR** students and have them exchange essays for peer editing. Tell students to follow the directions on the half sheet, or have students peer edit according to methods you have previously taught.

A FEW IMPORTANT REMINDERS...

- Unlike other iCivics online activities, *Drafting Board* is not a game. This tool requires the teacher to monitor and oversee student progress as the students work through the tool.
- Each tool will take between 10 and 20 minutes, but students may progress at a faster or slower pace.
 - **For students who finish early:** Assign the game *Crisis of Nation* on iCivics.org, which puts students in role of solving international problems.
 - **For students lagging behind:** Students need internet access in order to finish *Drafting Board*. Students with internet access outside school can log in and work remotely from home or from a library. Otherwise, you may need to help students find additional computer access at school.
- Boxes for student reflection appear after some parts of the tools. Students must enter text in the reflection areas before they can move on to the next page of the tool. Text entered into the reflection boxes will not appear in the student's essay; however, you will be able to view student reflections in the progress report on your teacher page.
- You can follow your students' progress by using the iCivics classroom feature. An individual student report is generated for each tool within *Drafting Board*. Each report shows you how the student performed on the activities in the tool, how much time the student spent on task, and what the student wrote. You can also print or export the essay the student generated.

Military Intervention

Name:

An Awful Situation. What if another country was treating its people very badly and lots of people were dying? Should we use military force to stop it? Brainstorm all the pros and cons of *military intervention* you can think of until your teacher tells you to stop.

Using military force to stop a crisis in another country...

Pros

Cons

Military Intervention

Name:

An Awful Situation. What if another country was treating its people very badly and lots of people were dying? Should we use military force to stop it? Brainstorm all the pros and cons of *military intervention* you can think of until your teacher tells you to stop.

Using military force to stop a crisis in another country...

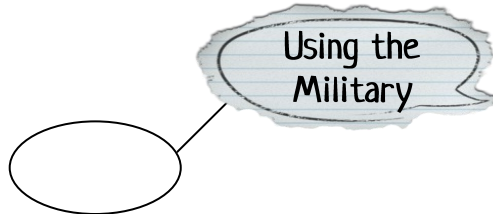
Pros

Cons

Military Intervention

Name: _____

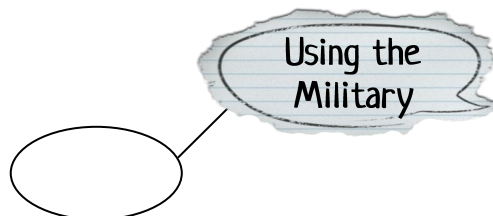
Mind Map: Using the Military. Under what circumstances should we use our country's military? Only to defend ourselves? To stop other bad things from happening? Brainstorm all the ideas you can think of. Circle each idea you add and draw a line to connect it to the main phrase (or to another idea you added). Keep brainstorming until you run out of room or time.

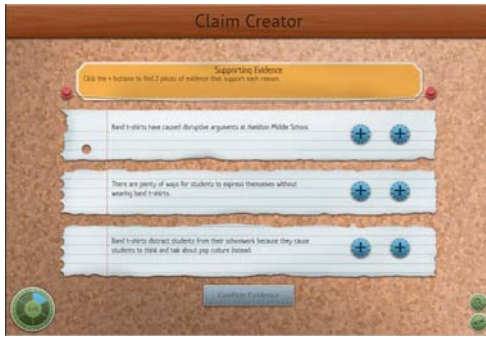


Military Intervention

Name: _____

Mind Map: Using the Military. Under what circumstances should we use our country's military? Only to defend ourselves? To stop other bad things from happening? Brainstorm all the ideas you can think of. Circle each idea you add and draw a line to connect it to the main phrase (or to another idea you added). Keep brainstorming until you run out of room or time.



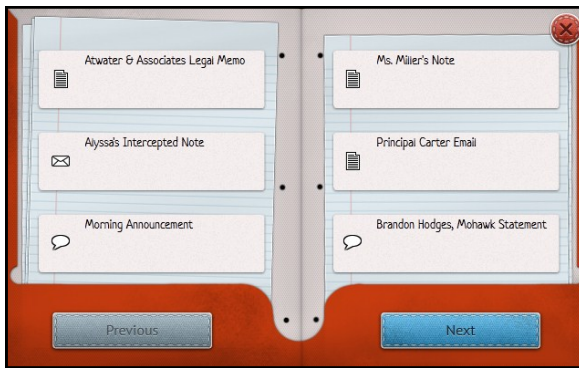


Claim Creator: Helping Students Choose the Right Evidence

The Claim Creator asks students to select three reasons to support their claim, then find the two pieces of evidence that support each reason. Use this guide to help students find the correct evidence. First give them the key words and phrases to look for, then use the last two questions to help them narrow down the options.

Claim: The international community should send military forces to stop the massacre in Swurundi.

| | Guiding Questions for Struggling Students |
|--|--|
| Reason 1 The rights of human beings are more important than the rights of governments. | <ul style="list-style-type: none"> • <u>Key words and phrases</u>: promote democratic ideals; valuing human beings and human rights • Is there evidence that talks about how important it is to promote democratic ideals and help people live in a democracy? (<i>Diggin' the Issues with Leah</i>) • Are there any pieces of evidence that discuss how our view of human rights has changed over the past few hundred years? (<i>Op-Ed: Human Rights in the Modern World</i>) |
| Reason 2 The world's nations have a "responsibility to protect" people from the worst human rights abuses. | <ul style="list-style-type: none"> • <u>Key words and phrases</u>: responsibility to protect; United Nations; immoral; too horrible to tolerate • Has the United Nations said anything about when or whether the international community should get involved to stop a humanitarian crisis? (<i>3 Pillars of Respons. to Protect</i>) • Is there someone personally involved who thinks it would be immoral for other countries not to act? (<i>Emily Paulsen</i>) |
| Reason 3 Inaction can lead to genocide, ethnic cleansing, and other atrocities. | <ul style="list-style-type: none"> • <u>Key words and phrases</u>: remove ethnic groups; killing frenzy • Is there an example where air bombing by other countries stopped ethnic cleansing? (<i>Encyc. Entry: Ethnic Cleansing</i>) • Are there any pieces of evidence that tell us about a government minister who used her power to help kill thousands of people? (<i>NYT article — Rwanda</i>) |
| Reason 4 International security is threatened when helpless citizens are in crisis. | <ul style="list-style-type: none"> • <u>Key words and phrases</u>: escape; flee; refugees; desperate people; frustration; anger • Does any of the evidence show what happens when thousands of refugees gather in one place? (<i>Report from Refugee Camp</i>) • Where in the evidence do you learn how terrorists take advantage of people in a humanitarian crisis? (<i>Radio Interview: Terrorist Expert</i>) |



Claim Creator: Helping Students Choose the Right Evidence

(continued)



Claim: The international community should not send military forces to stop the massacre in Swurundi.

| | Guiding Questions for Struggling Students |
|---|--|
| Reason 1 Military force risks additional deaths and violence. | <ul style="list-style-type: none"> • <u>Key words and phrases</u>: stop the violence; civilian deaths • Does any evidence discuss a situation where violence increased after the United Nations got involved? (<i>Q&A with Senator Able</i>) • Have any outside groups investigated the number of civilian deaths caused by international forces? Maybe in one particular country? (<i>Human Rights Watch Report: Kosovo</i>) |
| Reason 2 Military force cannot stop the underlying causes of human rights abuse. | <ul style="list-style-type: none"> • <u>Key words and phrases</u>: relationships; tensions; warlords • Are there any examples of tribes with a long history of tension? (<i>History Minute</i>) • Are there any examples of warlords interfering with outside countries' efforts to help people? (<i>Warlords in Somalia</i>) |
| Reason 3 The world should not be allowed to interfere inside a country's borders. | <ul style="list-style-type: none"> • <u>Key words and phrases</u>: sovereignty • Is there an explanation of the idea that governments have supreme authority inside their own borders? (<i>Dear Ms. History</i>) • Does any of the evidence claim that it will become harder and harder to draw the line about when it's okay to use military force inside another country's borders? (<i>Op-Ed: Slippery Slope</i>) |
| Reason 4 Military force should be used only to defend a country's own national interests. | <ul style="list-style-type: none"> • <u>Key words and phrases</u>: cost; die for your country • Are there any numbers showing how much money military intervention has cost in the past? (<i>U.S. Military Costs for Humanitarian Intervention</i>) • Is there any example of someone who is willing to die for his own country but not other countries? (<i>John Rhoads, Army Soldier</i>) |

Diggin' the Issues With Leah

TRANSCRIPT 8675809

SEP 23 2011

Leah: Today I'm talking with Jeff Purley, an expert on international relations, about the atrocities taking place in Swurundi. Mr. Purley, what's happening there is just awful.

Mr. Purley: It is, Leah. People are suffering terribly.

Leah: We're hearing a lot of debate about whether the international community should send troops to help the people in Swurundi. But Swurundi is an independent nation.

Mr. Purley: Yes, it is. But today we live in a world where we view democracy as the ideal form of government. Democracy is "rule by the people." We can't promote democratic ideals if we allow these atrocities to continue.

Leah: Democratic ideals?

Mr. Purley: In a democracy, people are actively involved in decisions that affect the government and their lives. In order to be involved, people must have freedom, independence, and fairness. Those are democratic ideals.

Leah: People who are living in the middle of a massacre don't have freedom or fairness. They can't participate in democracy if they don't even have basic safety.

Mr. Purley: Exactly.

Leah: So if we value democratic ideals, then we need to value human rights?

Mr. Purley: Yes. Valuing democracy means valuing human beings above government.



Op-Ed: Human Rights in the Modern World

DOC #06-14

11/23/11

We live in an age where people are more aware of human rights than ever before. For example, slavery is no longer acceptable. Three hundred years ago, people were put to death for stealing. We don't do that anymore. In today's world, our understanding of human rights has evolved. We now see the rights of human beings as very important--more important than a nation's right to have total control inside its borders.

Page 1 of 1



U.N.: "Responsibility to Protect"

DOC #06-14

11/23/11

1. A nation has the primary responsibility for protecting its population from genocide, war crimes, crimes against humanity and ethnic cleansing.
2. The international community has a responsibility to encourage and assist nations in fulfilling this responsibility.
3. The international community has a responsibility to use peaceful methods to protect populations from these crimes. If peaceful methods do not work and a nation is failing to protect its population, the international community is prepared to take stronger action to protect populations. In that case, the international community will act according to the Charter of the United Nations, which allows the use of armed forces.

— Adapted from the UN's Office of the Special Adviser on the Prevention of Genocide

Page 1 of 1



Letter from Aid Worker Emily Paulsen

Dear Bob,

The horrors I've seen in Swurundi are giving me nightmares. The Pojuks are killing everyone—even babies and old women. Nobody from the Belwar tribe is safe. I can't believe the rest of the world will let this continue. If other countries are capable of stopping this massacre, it would be immoral to stand by and do nothing. Some atrocities are too horrible for the world to tolerate. If other countries can do something, they should. Wish me luck as I try to help the few who have escaped...

Love,

Emily

Military Intervention

Name: _____



Encyclopedia Entry: Ethnic Cleansing

Ethnic cleansing is a systematic effort to remove an ethnic group from a region. People from that ethnic group are killed, terrorized so they will leave the area, rounded up and taken to prison camps, or forcibly sent to other countries. One example occurred from 1992 - 1995, when ethnic Serbs in the country of Bosnia carried out ethnic cleansing against Bosnian Muslims. During that time, thousands of Bosnian Muslims were driven from their homes, killed, or put in concentration camps. In 1993 the United Nations sent peacekeeping forces to Bosnia, but by 1995 they were unable to stop the ethnic cleansing. In 1995, the United States and other countries in the North Atlantic Treaty Organization began an air bombing campaign. This bombing ended what is now called the Bosnian War.

Page 1 of 1



New York Times Article: Rwanda

On June 24, 2011, a United Nations tribunal handed a former Rwandan government minister life imprisonment for her role in Rwanda's 1994 genocide, finding her guilty of genocide, war crimes and crimes against humanity. The court found that Pauline Nyiramasuhuko had used her political power to help abduct and kill uncounted Tutsi men, women and children in her home district of Butare in southern Rwanda. The court said that she had issued orders to the feared Hutu militia, whose mission it was to hunt and kill as many ethnic Tutsis as possible. The three-month killing frenzy across Rwanda in the summer of 1994 left more than 500,000 people dead.

-adapted from the *New York Times*

Page 1 of 1

News Report from Refugee Camp

News Anchor: We're going now to Mubara, on the border of Swurundi, where our own Rachel Jackson is reporting. Rachel, what's the latest?

Rachel Jackson: I'm here at a massive refugee camp just across the Swurundi border, where thousands of people are arriving every day.

News Anchor: I can see the situation behind you looks desperate.

Rachel Jackson: It is. Most of these people arrive with nothing more than the clothes on their back. They haven't eaten in days. Their homes have been destroyed, and they barely managed to escape the slaughter and flee to safety here.

News Anchor: We've heard that over a dozen countries are sending aid to help the refugees. Have you seen any of that aid yet?

Rachel Jackson: A caravan of trucks arrived today with drinking water, tents, sacks of rice, and medical supplies. The country of Mubara, where we're located, cannot afford to support these refugees. They are completely dependent on the aid of other countries.

Radio Interview: Terrorist Expert

Host: I'm here today with Clay Scarelli, a former CIA agent and an expert on terrorism.

Clay, you say that a humanitarian crisis can lead to support for terrorism. How?

Clay: In a humanitarian crisis, people are desperate. They often have no money, no support, and no hope for the future. People in this situation are easier for terrorists to recruit.

Host: The terrorists offer support?

Clay: Yes. Terrorist groups may help meet people's basic needs, and they also take advantage of people's frustration and anger. People in a humanitarian crisis are often helpless, and they are angry and frustrated that their entire lives have been destroyed.

Military Intervention

Name: _____

Campaign Q&A with Senator Able

Reporter: Senator, where do you stand on using our military to stop the violence in Swurundi?

Senator Able: I'm against it. The situation in Swurundi is terrible, but let us never forget what happened in Somalia. When the United Nations sent a task force to Somalia in 1993, the violence increased. Thousands of Somali citizens ended up being killed, along with 149 international military troops, including 42 Americans. In Congress, I've worked to find other solutions that will mean less violence, not more.

"History Minute" on Countrywide Radio

Host: I'm talking today with Bob Jones, an expert on the history of the African country of Rwanda. Bob, in 1994, members of the Hutu tribe killed over 500,000 members of the Tutsi tribe in just 100 days. The international community did not get involved and stop the killing. If they had, would things have changed between the Hutus and the Tutsis?

Bob Jones: Well, certainly hundreds of thousands of lives might have been saved. But I don't believe military intervention would have changed the relationship between the tribes.

Host: Why not?

Bob Jones: Military force can't change the way people think, and there is a long history of tension between the Hutus and the Tutsis.

Host: Belgium took over Rwanda as its colony in 1916. Do the tensions go back that far?

Bob Jones: Yes. The Belgians considered Tutsis to be superior to Hutus, so the Tutsis got better education and job opportunities than the Hutus.

Host: So the Belgians were in control of Rwanda, and they discriminated against the Hutus.

Bob Jones: Exactly. Over time, the Hutus grew resentful. In 1962, when the Belgians left, the Hutus took control of Rwanda. The Hutus and Tutsis have been struggling for power in Rwanda ever since. Those tensions still exist today, almost 20 years after the genocide.



Human Rights Watch Report: Kosovo

DOC#06-11

11/25/11

Human Rights Watch conducted a detailed investigation of civilian deaths in the Yugoslav war, visiting ninety-one cities, towns, and villages in the former Yugoslavia over a three-week period in August 1999, and inspecting forty-two of the sites where civilian deaths occurred. HRW concluded that about five hundred civilians died in ninety separate incidents as a result of NATO bombing in Yugoslavia.

Page 1 of 1



Warlords in Somalia

In the early 1990s, several different warlords took control of the African country of Somalia. At the same time, there was a famine in Somalia and hundreds of thousands of people were starving to death. Other countries sent food aid, but the warlords stole the food before it could be delivered to the people. In 1993, the United Nations intervened. It sent peacekeepers to make sure the food was delivered safely to the starving people. It also brought together warlords from around Somalia and tried to unify them under one government.

Initially, the warlords agreed on a way to divide the country. But then some U.N. peacekeepers were killed by men working for one of the warlords. After that, violence grew between peacekeeping forces and Somalis. The United States had played a major role in the peacekeeping, but after a year of rising violence, the U.S. decided to withdraw. After that, dozens of warlords took power throughout Somalia.

Page 1 of 1

Military Intervention

Name: _____



"Dear Ms. History"

Dear Ms. History,
I have to write a report about something called sovereignty, but I've never even heard that word before. I can't even pronounce it. Help!
Signed, Totally Lost

Dear Totally Lost,
Help is on the way! The word "sovereignty" is pronounced like this: SAW-vren-tee. Sovereignty means supreme authority within a territory--like parents have supreme authority inside the home. This principle has existed for over 350 years, ever since Europe formed into individual nations. Before that there were kings and lords who had power, but none had supreme authority inside a specific border like governments do today. In modern politics, the principle of sovereignty says that nations have the right to determine the affairs inside their own country without interference from outsiders.
Signed,
Ms. History

Page 1 of 1



Op-Ed: Slippery Slope

What's happening in Swurundi is terrible. The killing should stop immediately. But sending international military force to stop the killing would only make the world a more dangerous place in the long run. Once countries are allowed to use military force inside another country's borders, it opens the door for countries to interfere in situations that are less clear.

Most people agree that the massacre in Swurundi is an atrocity that must be stopped. But what about other human rights abuses? Should we invade China because it puts people in jail for speaking out against the government? Should we attack Saudi Arabia because women there aren't allowed to drive? Today, most people would say no. But if people get used to the idea that it's okay for countries to use military force to stop human rights abuses in other countries, we may forget where to draw the line.

Page 1 of 1



U.S. Military Costs for Humanitarian Intervention

| Country | Year | Cost of Military Intervention |
|---------|---------|--|
| Somalia | 1992-93 | \$760 million accord to the Pentagon |
| Kosovo | 1999 | Participation in 78 days of NATO bombing cost the U.S. \$992 million |
| Libya | 2011 | \$600 million in the first week; \$1.1 billion from March-September |

Page 1 of 1

Private John Roads, Army Soldier

"I volunteered for the army because I love my country. I also know you can get really good job training in the Army, but that's not the main reason I signed up. I'm absolutely ready to die to defend my country if I need to. But die for people in some other country when America isn't in danger? That's not what I thought I was signing up for."

DRAFTING BOARD

Military Intervention



Name: _____

Class: _____

iCivics Username: _____

iCivics Password: _____

Use this worksheet to keep track of your progress in *Drafting Board*.

Glossary of Terms

Claim: where you stand on an issue

Counterclaim: where the other side stands on an issue

Reason: an explanation for something, like why your claim is right

Evidence: proof that can be given to support something; it backs up your reason

Rebuttal: statement of why you disagree with something

Transitions: words used to make a paragraph flow smoothly

Use this space to write down the basics of your essay.

Big Question: Should the international community send military forces to stop the massacre in Swurundi?

Yes or No

My claim:

DRAFTING BOARD

Issue Analyzer

In the Issue Analyzer, you will investigate both sides of the issue. First you must sort through your evidence to complete the missing sections of the story. When you're done, you will understand both sides of the issue and have a chance to pick your side.

Here are your objectives:

- ☐ Read the article
- ☐ Complete the story chunks
- ☐ Choose a side

Date Completed: _____



Claim Creator

The Claim Creator helps you outline the reasons behind your claim. These reasons will help you draft the three main paragraphs of your essay, so they're really important. You will also have to back up your reasons with evidence, so read closely.

Here are your objectives:

- ☐ Pick sides
- ☐ See vote results
- ☐ Select your reasons
- ☐ Justify your best reason
- ☐ Support your side with evidence
- ☐ Select the other side's reasons

Date Completed: _____



Paragraph Constructor 1

The Paragraph Constructor helps you write the three body paragraphs of your essay. For the 1st paragraph, make sure to support your reason with evidence.

Here are your objectives:

- ☐ Arrange the sentences
- ☐ Complete the sentences with evidence
- ☐ Place transitions
- ☐ Edit your paragraph

Date Completed: _____



DRAFTING BOARD

Paragraph Constructor 2

Now it's time to create your 2nd body paragraph. For your 2nd paragraph, make sure to support your reason with evidence. This time use your own language to complete the evidence sentences.

Here are your objectives:

- ☐ Arrange the sentences
- ☐ Edit your paragraph
- ☐ Complete the sentences with evidence
- ☐ Place transitions



Date Completed: _____

Paragraph Constructor 3

Now it's time to create your final body paragraph. For your 3rd body paragraph, make sure to support your reason with evidence. This time you are ready to write the whole paragraph yourself. If you get stuck, use the blue evidence buttons for help.

Here are your objectives:

- ☐ Write your paragraph using your third reason and evidence
- ☐ Edit and check your paragraph



Date Completed: _____

Critic Crusher

The Critic Crusher will help you look at the other side's argument. You can see your opponent's reasoning and use your evidence to shoot it down. The first exercise will guide you through how to write a rebuttal paragraph and the second exercise will let you try it yourself. At the end, you will pick which paragraph you think is best.

Here are your objectives:

- ☐ Acknowledge the other side's reason
- ☐ Use your reasons & evidence to show the other side is wrong
- ☐ Restate your claim to make your point
- ☐ Pick a paragraph
- ☐ Place transitions
- ☐ Edit and check



Date Completed: _____

DRAFTING BOARD

Introduction Introducer

The Introduction Introducer will provide you with strategies to create a strong opening paragraph that will grab your reader's attention. Remember, you only have one chance to make a first impression.

Here are your objectives:

- ☐ Sort the hook sentences
- ☐ Edit your paragraph
- ☐ Choose a hook for your paragraph
- ☐ Place transitions



Date Completed: _____

Intro Strategies

Background info gives the reader a better understanding of the history behind the problem.

Statistics or quotes can engage the reader and get them interested in your side of the debate.

Questions or scenarios catch the reader's attention and makes them curious.

Conclusion Crafter

The Conclusion Crafter will give you the strategies for creating a strong closing paragraph that summarizes your argument. You will have the chance to put everything in your own words and make an impact!



Here are your objectives:

- ☐ Summarize your side of the issue
- ☐ Pick a clincher sentence
- ☐ Restate your reasons
- ☐ Place transitions
- ☐ Sort the clinchers
- ☐ Edit and check

Date Completed: _____

Closing Clincher Strategies

Statistics or quotes reinforce your message by showing that you can back it up with facts and figures.

Next steps gives you a chance to make suggestions based on your argument.

Consequences can show your reader what might happen if something isn't done to solve the issue.

One last edit & check, and you are done!

Student Expression

Name: _____

STEP ONE Give Compliments! Mark places in the text where the writing is effective. For example:

Easy to Understand. Are there places where the writing is really clear? Compliment the writer on things like...

- ☐ Good use of details
- ☐ Effective organization of ideas
- ☐ Sticks to the topic—no unrelated ideas



Great Words. Has the writer chosen some words that really sparkle? Circle great word choices and mark them with a star. ☆

Sentence Flow. Does the writing read smoothly? Mark places where the writer has...

- ☐ Used transitions effectively
- ☐ Used a variety of sentence lengths
- ☐ Done anything you think works well!

STEP TWO Make Suggestions. Offer specific ideas for how to improve the writing. For example:

Confusion. Are there confusing parts? Figure out why you are confused. Should the writer...

- ☐ Add some details?
- ☐ Organize the ideas in a clearer sequence?
- ☐ Stick to the topic and cut ideas that don't fit?

Word Choice. Could the writer spice up the writing by choosing more interesting words? Mark boring words (such as *bad* or *nice*) so the writer can find a more descriptive alternative.

Sentence Flow. Does the writing read smoothly? If not, figure out why:

- ☐ Do any sentences seem *way* too long? Suggest a way to break them up.
- ☐ Are too many sentences really short? Suggest a way to connect some of them.

STEP THREE Make Corrections. Check the essay for problems with spelling, grammar, sentence structure, capitalization, punctuation, and other technical errors. Mark these on the text.



Drafting Board

Peer Edit Guide

Student Expression

Name: _____

STEP ONE Give Compliments! Mark places in the text where the writing is effective. For example:

Easy to Understand. Are there places where the writing is really clear? Compliment the writer on things like...

- ☐ Good use of details
- ☐ Effective organization of ideas
- ☐ Sticks to the topic—no unrelated ideas



Great Words. Has the writer chosen some words that really sparkle? Circle great word choices and mark them with a star. ☆

Sentence Flow. Does the writing read smoothly? Mark places where the writer has...

- ☐ Used transitions effectively
- ☐ Used a variety of sentence lengths
- ☐ Done anything you think works well!

STEP TWO Make Suggestions. Offer specific ideas for how to improve the writing. For example:

Confusion. Are there confusing parts? Figure out why you are confused. Should the writer...

- ☐ Add some details?
- ☐ Organize the ideas in a clearer sequence?
- ☐ Stick to the topic and cut ideas that don't fit?

Word Choice. Could the writer spice up the writing by choosing more interesting words? Mark boring words (such as *bad* or *nice*) so the writer can find a more descriptive alternative.

Sentence Flow. Does the writing read smoothly? If not, figure out why:

- ☐ Do any sentences seem *way* too long? Suggest a way to break them up.
- ☐ Are too many sentences really short? Suggest a way to connect some of them.

STEP THREE Make Corrections. Check the essay for problems with spelling, grammar, sentence structure, capitalization, punctuation, and other technical errors. Mark these on the text.



Drafting Board

Peer Edit Guide