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| --- | --- | --- | --- |
| Name: |  | Date: |  |

## Preparation

* You should have your graded Unit 7 DBQ or another essay that was graded using the WHP Writing Rubric
* Download the WHP Writing Rubric
* Download the Sentence Starters worksheet (optional)

## Purpose

At this point in the course, you’ve probably reviewed and revised student essays based on different rows of the WHP Writing Rubric. In this activity, you’re going to do this again, but this time with one of your classmate’s essays—and using the entire rubric. While it’s helpful to break down the different elements of writing to understand them better, it’s also important to take the rubric as a whole and consider how all of the elements put together is what really solidifies an argument.

## Process

1. In this activity, you’re going to analyze and edit a classmate’s essay based on the WHP Writing Rubric. Before you start this process, keep in mind that writing is like most skills—whether playing an instrument or a sport—you can always get better. The feedback you provide for your peer’s essay will only help their writing improve, and alternatively, the feedback you receive will make you a stronger writer. Do not think of feedback as criticism! Even professional athletes have coaches to help them improve—it’s hard to get better at anything without someone providing you feedback.
2. Your teacher will pair you with another classmate.
3. Take out the graded Unit 7 DBQ (or another essay of your teacher’s choosing), the WHP Writing Rubric, and the Sentence Starters worksheet.
4. Swap essays with the classmate your teacher has paired you with and complete an initial review of the essay.
5. Once you’ve reviewed your classmate’s essay, follow the directions on the worksheet. The sentence starters are available to you as a resource in case you need help thinking of ways to edit your peer’s work.
6. First, address claim and focus. Identify the major claim in the essay and add it to the worksheet. Then, rewrite that claim to improve it. Next, pick one area of focus that you think needs improvement and write the original and an edited version of that on the worksheet.
7. The second step is revising the essay based on your classmate’s use of analysis and evidence. Find one analysis statement you can improve upon (it could even be adding a new sentence if your peer forgot to analyze the evidence that was provided), and write the original and rewritten statements on the worksheet.
8. Third, look at the organization of the essay and find one area that could have been better organized. You might need to add a transition sentence or even rearrange some text. Write your suggestions for improvement on the worksheet.
9. Fourth, look at your classmate’s use of language and style and improve upon one area of the essay. Even if there aren’t any obvious errors, our writing can almost always benefit from more precise language or domain-specific vocabulary to make our arguments even stronger.
10. Note: If you feel that the essay was perfect in any of the rubric areas, write a statement using specific rubric criteria to point out features of the writing that make it exemplary in that area.
11. Once you’re done, you’ll meet with your teammate and share feedback with each other. Be sure you have some positive feedback to give along with your suggestions for improvement!

**Directions:** For each of the steps below, identify those elements in your peer’s essay, and then provide revised sentences or statements to help improve their essay. If there is any area of the essay you feel does not need revision, instead of providing the original and revised text, provide an explanation, pointing out the features of writing—connected to specific rubric criteria—that make it exemplary.

## Step 1: Claim and Focus

Original major claim:

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|  |

Revised major claim:

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Original focus:

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Revised focus:

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## Step 2: Analysis and Evidence

New evidence added to essay:

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Original analysis statement:

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Revised analysis statement:

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## Step 3: Organization

Original organization text:

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Revised organization text:

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| --- |
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## Step 4: Language and Style

Original language and style text:

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Revised language and style text:

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