



DRAFTING
Board

TEACHING GUIDE

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GETTING READY TO USE *DRAFTING BOARD*

1) Familiarize Yourself

Take a little time to learn about *Drafting Board* before having your class begin this tool. Here are four essential preparations you should make before your class starts:



A. Know What Drafting Board Is... And What it Isn't

Drafting Board is...

- A tool to help teach essay structure and format
- A model for what good arguments look and sound like
- A way to practice working with evidence and support
- A tool for adding Common Core to Social Studies
- A way to explore topics relevant to civics and government

Drafting Board is NOT...

- A replacement for teaching argumentative writing
- A game
- A tool for teaching *how* to conduct research
- A replacement for students writing independently
- A good way to keep kids occupied while you're busy!

B. Work Through *Drafting Board* On Your Own

To best understand all *Drafting Board* has to offer, you will need to work through it as a student first. Working through *Drafting Board* also...

- Makes you better equipped to answer students' questions.
- Helps you make stronger connections between your own curriculum and the *Drafting Board* content.
- Gives you a clear picture of the argumentative essay structure *Drafting Board* uses.
- Shows you exactly how each scaffolding type works (use the *Default* setting to see all three types).

C. Read About the Challenge Modes

The first thing *Drafting Board* asks students to do is select a Challenge Mode. The Challenge Mode cannot be changed after the student begins *Drafting Board*! It's important for you to decide in advance which challenge modes you want to assign to which students and to make sure students know their assigned mode. Once you've worked through *Drafting Board* on your own, you'll know exactly what each scaffolding type does. That will help you decide which Challenge Modes are appropriate for your students.

D. Review, Print, and Copy Classroom Materials

Each *Drafting Board* topic comes with a set of printable classroom supplements to help you make the most out of the *Drafting Board* experience. Materials include pre-writing activities, printable versions of the evidence and glossary, a progress tracker for students, guiding questions to help you help struggling students, and more!

GETTING READY TO USE *DRAFTING BOARD* (CONT.)

2) Prepare Students

Make sure students have some context before starting *Drafting Board* and that they know what to expect. Taking the following steps will help students get the most out of their *Drafting Board* experience:

A. Do the Prewriting Activity

The support materials for each *Drafting Board* topic include two prewriting options. Use the prewriting activities to help students begin thinking about the topic before they start *Drafting Board*.

Each prewriting option is designed on half a page to conserve paper. Just photocopy, cut, distribute, and discuss.

B. Distribute Support Materials

Students benefit from the following support materials that come with each *Drafting Board* topic:

- **Progress Tracker.** The Progress Tracker briefly explains the objectives of each module within *Drafting Board* and provides a task checklist for each module. Students can use the Progress Tracker to help them remember what they've done and see where they're going. Students also record key pieces of information on the Progress Tracker, which means you can collect the Progress Tracker as evidence of student work as they progress through the tool.

⇒ Important: Preview the Progress Tracker with students. Previewing the Progress Tracker gives students an overview of what they will be doing in *Drafting Board*. Taking the time to preview *Drafting Board* this way helps ground students in the connection between *Drafting Board* and the essay writing process.

Interest Groups Name: _____

Mind Map! What does it mean to influence someone? BRAINSTORM all the ideas you can think of that are related to the concept of influencing people. BOX 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.

iCIVICS Drafting Board | Pre-Write Activity (Mind Map)

DRAFTING Board

TOPIC: ELECTORAL COLLEGE

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

Name	
Class	
iCivics Username	
iCivics Password	

Issue Analyzer

In the Issue Analyzer, you will investigate both sides of the issue. By filling in the missing pieces of a news article, you'll get to preview some of the evidence you'll use to write your essay. You'll also get to know the issue!

- READ the article's introduction
- COMPLETE the story chunks
- CORRECT any mistakes
- CHOOSE a side of the issue

Date Completed: _____

Claim Creator

In the Claim Creator, you will choose three reasons to support the claim you made at the end of the Issue Analyzer. These reasons will become the topics of your three main paragraphs. You'll also search your evidence to find support for each reason.

- CHOOSE your reasons
- FAVORITE your strongest reason
- FIND two pieces of evidence that support each reason

Date Completed: _____

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

Choose a Side: Should the Electoral College be abolished? Yes No

My Claim: _____

iCIVICS Drafting Board | Progress Packet (Electoral College) p.1

- **Printable evidence.** All necessary evidence is available to students inside *Drafting Board* itself. However, some students may find it helpful to have a hard copy of the evidence available to look at. Also, depending on the reading level of your class, you may wish to use the printable evidence as a pre-teaching tool.

- **Printable glossary.** Glossary word definitions are available as hover tooltips inside *Drafting Board*. A printable copy of the glossary is also available, with words listed in alphabetical order. You may wish to use the printable glossary to preview difficult words; however, we do not recommend pre-teaching all of the glossary words at once, as that can be overwhelming for students.

ALL ABOUT THE CHALLENGE MODES

The first screen of *Drafting Board* asks students to select a challenge mode. The challenge mode determines how much scaffolding *Drafting Board* provides in the Paragraph Constructor module, which is the part of *Drafting Board* where students write the essay's three body paragraphs. There are three (3) possible scaffolding types:



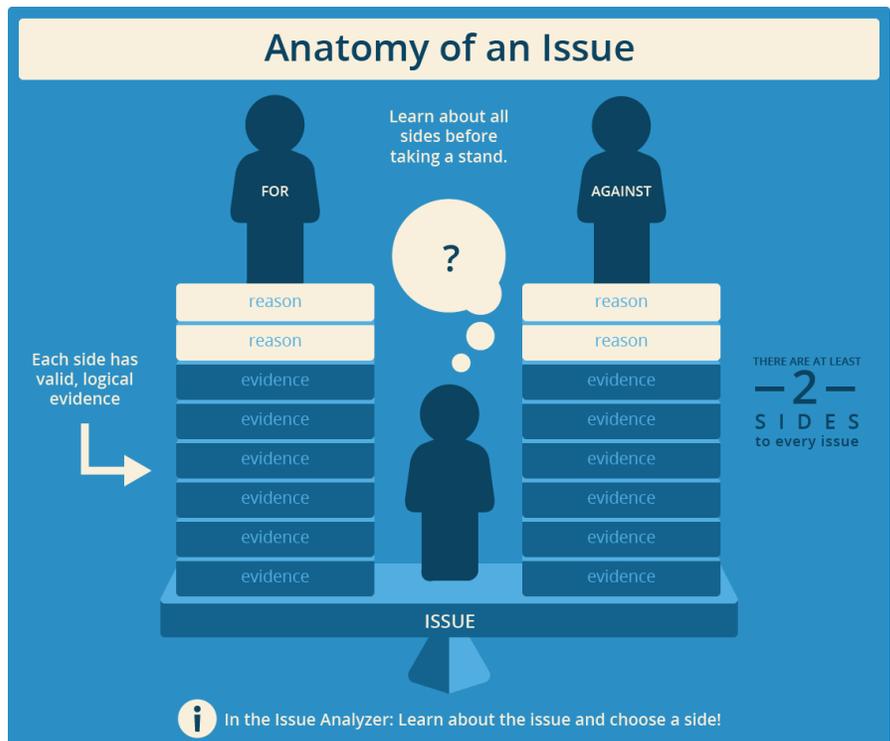
- Auto-complete.** This is the highest level of scaffolding. The paragraph is pre-written and contains blank spaces. As students click highlighted sentences in the evidence, *Drafting Board* auto-completes the space. Students must determine if the auto-complete response makes sense.
- Paraphrase.** This is the mid-level scaffolding. The paragraph is pre-written and contains blank areas. Based on the evidence, students must complete the blank areas in their own words.
- Write-it-yourself.** This level offers no scaffolding. Except for the topic sentence, students write the paragraph completely on their own based on information in the evidence.

Challenge Mode	Use this mode when...	Paragraph 1	Paragraph 2	Paragraph 3
DEFAULT	<ul style="list-style-type: none"> Student needs to learn the structure of an evidence-based argumentative paragraph Student will be ready to write a paragraph without help after two examples 	Auto-complete	Paraphrase	Write-it-yourself
LEVEL 1	<ul style="list-style-type: none"> Student needs to learn the structure of an evidence-based argumentative paragraph Student needs a structured example before attempting to locate information in a text and synthesize ideas independently 	Auto-complete	Paraphrase	Paraphrase
LEVEL 2	<ul style="list-style-type: none"> Student needs to learn the structure of an evidence-based argumentative paragraph Student can locate information in a text and synthesize ideas independently 	Paraphrase	Paraphrase	Paraphrase
LEVEL 3	<ul style="list-style-type: none"> Student needs to learn the structure of an evidence-based argumentative paragraph Student will be ready to write a paragraph without help after completing two examples with help 	Paraphrase	Paraphrase	Write-it-yourself
LEVEL 4	<ul style="list-style-type: none"> Student is familiar with the structure of an evidence-based argumentative paragraph Student could use a reminder of that structure before writing paragraphs without help 	Paraphrase	Write-it-yourself	Write-it-yourself
LEVEL 5	<ul style="list-style-type: none"> Student understands the structure of an argumentative paragraph Student is familiar with <i>Drafting Board</i> Student needs no help writing evidence-based paragraphs 	Write-it-yourself	Write-it-yourself	Write-it-yourself

ISSUE ANALYZER

Purpose

Students learn about the issue. Using available evidence, students complete a news story that highlights both sides of the issue. Students then choose a side of the issue to support in the essay.



As You Circulate

Watch to make sure students are opening and reading the pieces of evidence. Three pieces of evidence accompany each piece of the news story. This is the same evidence they will be using later in *Drafting Board*, and this is an opportunity for students to preview the evidence they'll be working with.

Built-In Guidance

- **Automatic Feedback.** At first, *Drafting Board* will not stop students from selecting incorrect answers. But at the end of the Issue Analyzer, *Drafting Board* will highlight any section of the story that was completed incorrectly. At that point, students will need to re-do that part of the story. *Drafting Board* will not let students complete the Issue Analyzer until all pieces of the story have been correctly completed.
- **Glossary Tooltips.** Throughout *Drafting Board*, clickable glossary words are highlighted in the evidence. Students can hover over or click on a word to see its definition.

ISSUE ANALYZER — KEY IMAGES

DIRECTIONS
READ the 3 pieces of evidence. FIND the evidence that contains the information you need to complete the sentence. CLICK the piece of evidence to complete the sentence.

THE STORY
In fact, many laws around the country are _____. These include laws to protect teens from abuse and give homeless teens a place to spend the night.

EVIDENCE

- "History Minute" on Public Radio
Old enough to fight, old enough to vote
- Article: Bills Target Teens
Laws across the nation are aimed at teens
- Study: Teen Brain Research
Teens don't think as quickly as adults

GO BACK **CONTINUE** **YOUR PROGRESS SO FAR**

PROGRESS

In each piece of the news story, students must find the piece of evidence that contains the information necessary to complete the blank.

Drafting Board gives students three pieces of evidence to choose from.

A progress bar tracks students' progress through the Issue Analyzer.

DIRECTIONS
READ the 3 pieces of evidence. FIND the evidence that contains the information you need to complete the sentence. CLICK the piece of evidence to complete the sentence.

THE STORY
Out in the community, many adults agree. "That's just what we need -- millions of inexperienced teenagers making decisions about our country," snarks Frank Warren, who says he has four teenaged grandchildren. "Those kids just sit around on their cell phones and play video games."

EVIDENCE

FRANK WARREN, GRANDPARENT
Letting 16-year-olds vote is the worst idea I've heard in my entire life. That's just what we need -- millions of inexperienced teenagers making decisions about our country. Talk about a recipe for disaster! I've had to provide for my family, raise kids, save for retirement, all that kind of stuff. watch the news. I pay attention to what's going on in the world. Do they? Heck, no. Those kids are just sitting around on their cell phones and playing their video games. They don't know enough to be voters!

GO BACK **CONTINUE** **YOUR PROGRESS SO FAR**

PROGRESS

Students click on a piece of evidence to expand it in the evidence pane.
Click the arrow to return to the three evidence options.

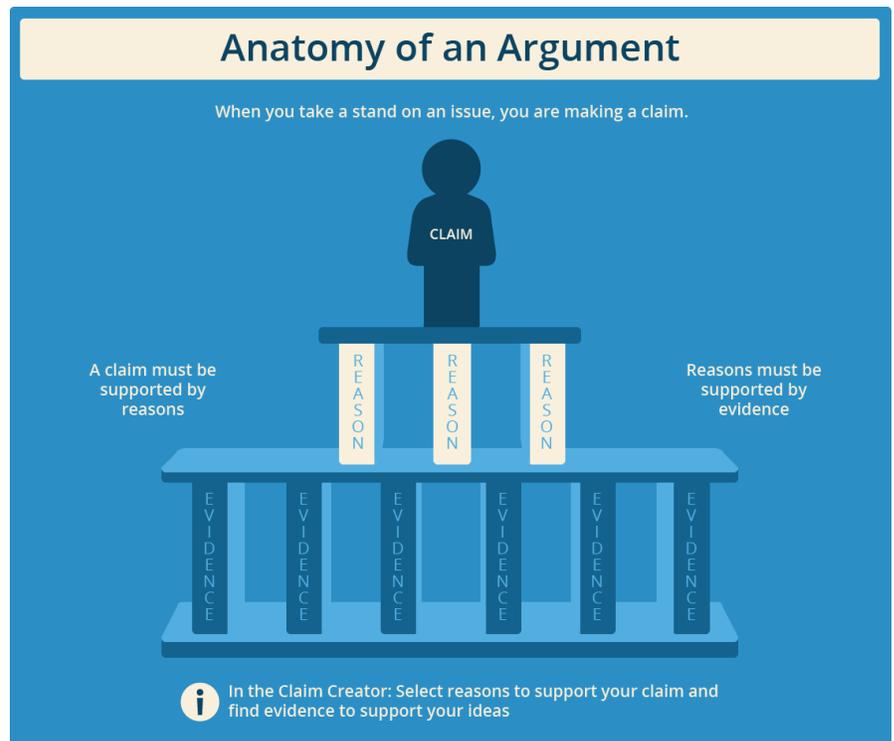
Expanding a piece of evidence automatically completes the sentence with information from that piece of evidence.

Be aware that there is no progress available to view in the Issue Analyzer.

CLAIM CREATOR

Purpose

Students support their main claim with reasons and evidence. First, students select three reasons to support the side of the issue they will argue for in the essay. Students then match two pieces of supporting evidence to each reason. The reasons and evidence are built in to *Drafting Board*.



As You Circulate

Watch for students who are having trouble correctly matching evidence to their reasons.

Print and carry the guiding questions and key words found in the Classroom Materials that go with the *Drafting Board* topic your class is working on. Use these guiding questions to help point struggling students toward the correct evidence.

Built-In Guidance

- **“Does this make sense?” Popup.** When a student first matches a piece of evidence to a reason, *Drafting Board* presents a popup that asks the student to compare the reason with a summary of the evidence they are about to use to support that reason. *Drafting Board* asks, “Does this make sense?” The student may either continue or return to select a different piece of evidence.
- **Automatic Feedback.** At first, *Drafting Board* will not stop students from matching evidence to reasons incorrectly. But after students have matched 2 pieces of evidence to each reason, *Drafting Board* will highlight the pieces of evidence that are incorrectly matched. The student must then remove those pieces of evidence and select new pieces of supporting evidence.
- **Hints.** Hovering over a box with incorrectly matched evidence will cause a hint to appear. The hints point the student toward the correct evidence by suggesting what to look for.

CLAIM CREATOR — KEY IMAGES



On this screen, students will find 2 pieces of evidence to support each reason.

Two boxes appear next to each reason. This is where the evidence selections will be recorded.

Students see 8 evidence options. Because they have 3 reasons to support, they will only use 6 pieces of evidence.



A "+" sign appears in every box when a piece of evidence is expanded. Click any "+" box to assign the evidence to that box.

When a piece of evidence has been assigned to a reason, its title and summary appear in the box. Click "Remove" to remove the evidence and choose again.

Clicking a "+" box to assign a piece of evidence causes a popup to appear.

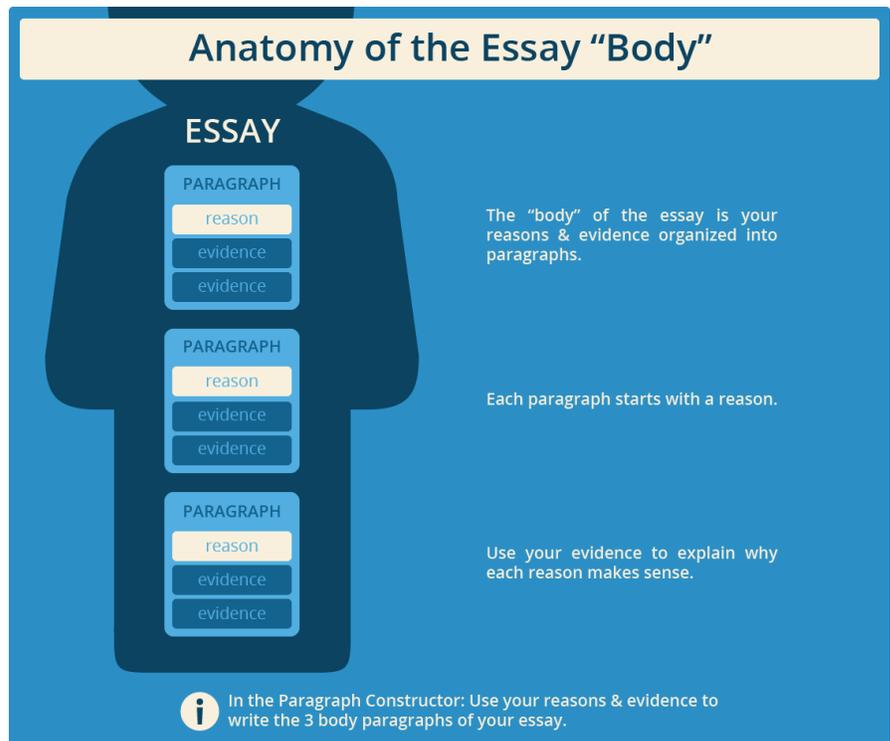
The popup asks students to compare the reason they are trying to support with a summary of the evidence they are about to use as support. The box asks, "Does this make sense?" If not, the student may return and select a different piece of evidence.



PARAGRAPH CONSTRUCTOR

Purpose

Students start writing their essay. They begin in the middle by writing the 3 “body” paragraphs first. This order is based on the idea that it is easier to write an effective introduction and conclusion when you already know what the main part of your essay says.



As You Circulate

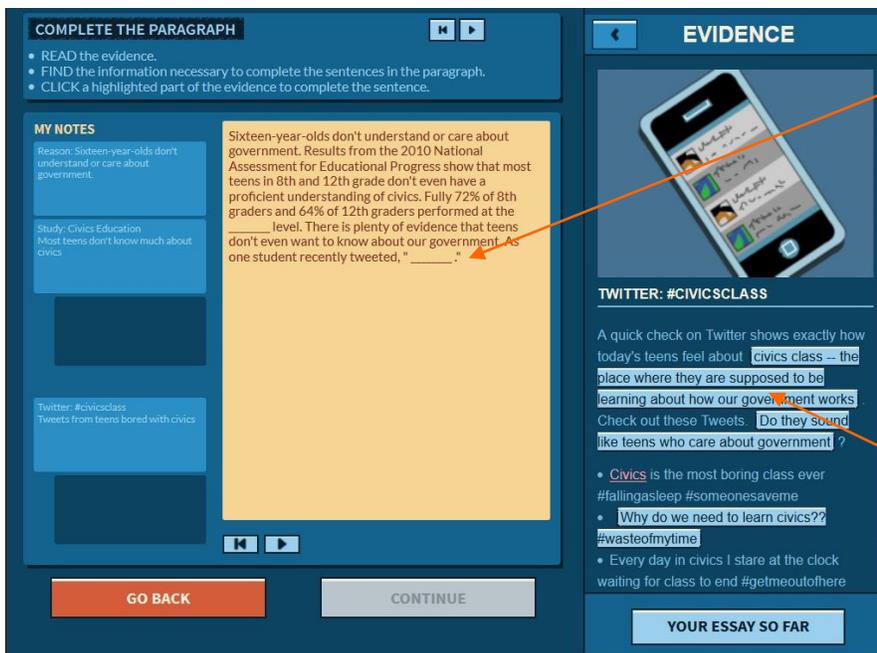
- **Watch to make sure students have expanded the evidence they are working with.** This is an indicator that students are actually looking at and reading the evidence while they write the paragraph.
- **Pay attention to the scaffolding level students are working with.** Make sure students are using the evidence to help them write their own portions of the paragraphs. Ask students to show you the parts of the evidence they used in their paragraphs.
- **Note that student-generated text appears dark orange.** This feature makes it easier for you to glance over students’ shoulders and see right away which text they have written themselves.
- **Check to see whether students are giving thought to the transitions they add to their paragraphs.** Encourage students to use the hover-over feature to see examples of how transitions are used.
- **Check to see whether students are taking advantage of the opportunity to freely edit each paragraph before moving on.** For students working with scaffolded paragraphs, encourage them to re-read the paragraph completely and “personalize” it with their own words and ideas. For those writing their own paragraphs, make sure they take the opportunity to re-read and improve their paragraphs.

PARAGRAPH CONSTRUCTOR (CONT.)

Built-In Guidance

- **Automatic Feedback.** For students working with the highest amount of scaffolding, *Drafting Board* will tell them if they have chosen a part of the evidence that incorrectly completes the paragraph. Students must find and select the correct part of the evidence before moving on.
- **Cloze Paragraphs.** For students working with the middle level of scaffolding, *Drafting Board* has already written part of the paragraph. Students should use their own words to complete the missing parts of the paragraph in a way that makes sense with what has already been written.
- **1-Click “Notetaking” Feature.** For students working with the middle or lowest levels of scaffolding, each sentence in the evidence is clickable. Students can click any sentence to add it to their “notes” on the left side of the screen.
- **Self-Assessment Rubric.** For students working with the middle or lowest levels of scaffolding, a short self-assessment asks them to rate the quality of their work before moving on.
- **Transition Definitions and Examples.** On the page where students add transitions to their paragraphs, students can click or hover over each transition to see its definition and a simple example of how to use that transition.

PARAGRAPH CONSTRUCTOR — KEY IMAGES



The screenshot shows the Paragraph Constructor interface. On the left, there's a 'MY NOTES' section with three notes. The main area is a paragraph to be completed: 'Sixteen-year-olds don't understand or care about government. Results from the 2010 National Assessment for Educational Progress show that most teens in 8th and 12th grade don't even have a proficient understanding of civics. Fully 72% of 8th graders and 64% of 12th graders performed at the _____ level. There is plenty of evidence that teens don't even want to know about our government. As one student recently tweeted, "_____."' Below the paragraph are 'GO BACK' and 'CONTINUE' buttons. On the right, the 'EVIDENCE' section shows a smartphone with tweets. One tweet is highlighted: 'A quick check on Twitter shows exactly how today's teens feel about civics class -- the place where they are supposed to be learning about how our government works. Check out these Tweets: Do they sound like teens who care about government?'. Below the tweet are several bullet points of tweets, with one highlighted: 'Why do we need to learn civics?? #wasteofmytime'. At the bottom right is a 'YOUR ESSAY SO FAR' button.

On the **highest level of scaffolding**, students see a paragraph with two blank spaces.

Three sentences in the evidence are highlighted. Clicking a highlighted sentence auto-completes the blank space in the paragraph.

The student must choose the sentence that auto-completes the paragraph with the correct information.

PARAGRAPH CONSTRUCTOR – KEY IMAGES (CONT.)

COMPLETE THE PARAGRAPH

READ the evidence and FIND the information you need to complete the sentences in the paragraph. CLICK a sentence to add it to your notes. USE YOUR OWN WORDS to complete the blanks in the paragraph.

MY NOTES

Reason: Young people are easily influenced by outside forces such as parents and the media.

Poll: Parents & Political Views

"Issues Week" on People's Television
Kids are easily fooled by advertising

There's been research showing that teens don't understand the motives behind advertisements

Young people are easily influenced by outside forces such as parents and the media. A large majority of teens -- 71% -- report having the same views as their parents. Experts say teens often take on their parents' views because they are easily manipulated. Interviews of teenagers have shown that many teens don't realize [blank]. This could make teens more likely to [blank].

EVIDENCE

"ISSUES WEEK" ON PEOPLE'S TELEVISION

HOST: My guest tonight is Sue Quinn. She is concerned that if 16-year-olds are allowed to vote, they will be easily manipulated by political ads. Ms. Quinn, why is that?

MS. QUINN: There's been research showing that teens don't understand the motives behind advertisements. They don't question what the ads are trying to do.

HOST: Can you give some examples?

MS. QUINN: Sure. Interviews showed that teens didn't realize the people in the ads they saw were paid actors.

HOST: Wow.

MS. QUINN: They also thought a famous

YOUR ESSAY SO FAR

GO BACK CONTINUE

On the **middle level of scaffolding**, students see a paragraph that contains blank text boxes.

Students complete the paragraph in their own words by typing into the text boxes. Student-generated text appears in orange font.

Every sentence in the evidence is clickable. Clicking a highlighted sentence adds that sentence to the student's "notes" in the left column.

WRITE YOUR PARAGRAPH

- READ the evidence. DECIDE which evidence you will discuss first.
- CLICK any sentence to add it to your notes.
- WRITE your paragraph based on your notes, using your own words.

MY NOTES

Reason: Sixteen-year-olds are too immature to vote.

"Tough Talk" with Tracy
Expert says teen brains aren't developed yet

Sixteen-year-olds are too immature to vote.

EVIDENCE

"Tough Talk" with Tracy
Expert says teen brains aren't developed yet

Study: Teen Brain Research
Teens don't think as quickly as adults

YOUR ESSAY SO FAR

GO BACK CONTINUE

On the **lowest level of scaffolding**, students see a work area that includes only the topic sentence.

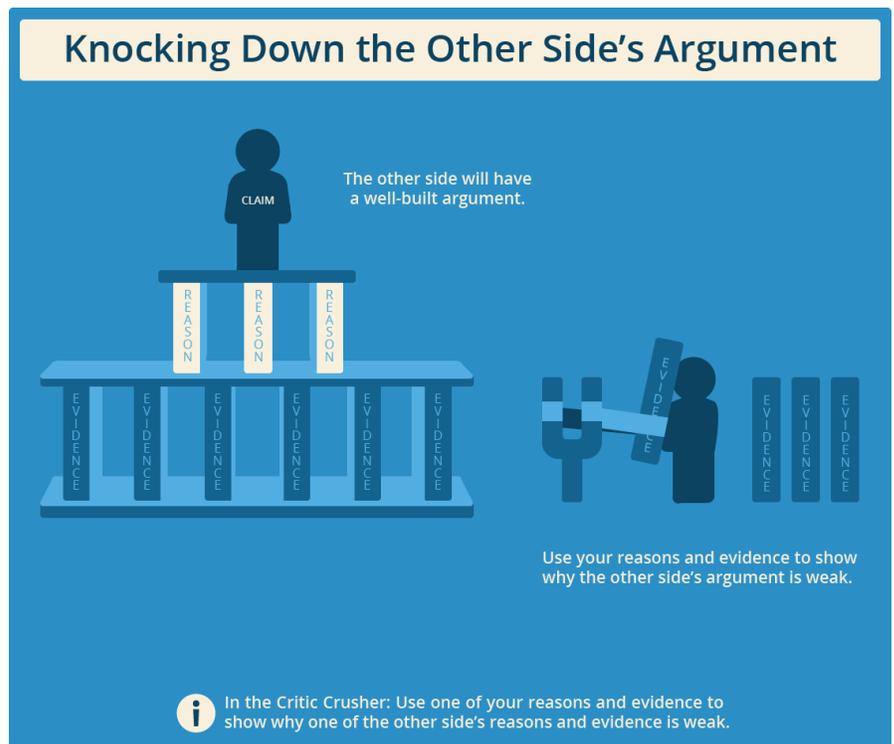
When the evidence is expanded, all sentences are clickable and may be added to the left-hand notes column.

Students complete the paragraph by writing the rest of the sentences on their own and typing in the work area.

CRITIC CRUSHER

Purpose

Students learn a structure for creating a paragraph that addresses one of the other side's arguments. They piece together a practice paragraph first, then create a paragraph that will be included in the essay.



As You Circulate

- **Make sure students open the evidence and read it.** For the first time, students will have access to a piece of evidence that supports the other side's argument. This is evidence they will not have seen before.
- **Make sure students are using the evidence.** The second paragraph cannot be completed properly without referencing the evidence.
- **Make sure students are reading the directions and paying attention to the purpose of each sentence.** Each sentence of this paragraph has a special purpose. As students build the paragraph, they should be paying attention to the purpose of each part.
- **Be ready to answer questions.** Some students may be confused about the concept of countering the other side's argument.

Built-In Guidance

- **Practice Paragraph.** *Drafting Board* walks students through a 4-sentence structure for the counterargument paragraph. First, students piece together a pre-written paragraph. Then students repeat this structure when they build the second paragraph that will be included in the essay. In the second paragraph, students use the evidence and their own words to complete missing parts of the paragraph.
- **Complete Paragraph Structure.** The counterargument structure *Drafting Board* teaches is carefully worded. Because of the structured nature of this paragraph, there is no "add transitions" screen in the Critic Crusher.

CRITIC CRUSHER — KEY IMAGES

Above the work area, students see both their and the other side's claim and reason.

In the practice paragraph, students match sentence halves or select multiple choice options to construct the paragraph.

Evidence from both sides is available to read. Students should refer to this evidence while working.

COUNTER THEIR EVIDENCE

Your next sentence admits the other side's evidence may be true... but uses your evidence to counter it! OPEN each piece of evidence and REVIEW it. Then, MATCH the most effective sentence.

YOU CLAIM: The voting age should not be lowered to 16. **YOUR REASON:** Young people are easily influenced by outside forces such as parents and the media.

THEY CLAIM: The voting age should be lowered to 16. **THEIR REASON:** Young people pay taxes, so they should have a say in how those taxes are spent.

SET UP THEIR REASON... **THEN SMACK IT DOWN WITH YOUR REASON...**

While \$19.2 billion may be an outrageous amount of money, they have to pay more taxes before they can earn the right to vote.

Even though teenagers pay sales tax just like their parents do, most 16-year-olds are probably more conservative spenders than their parents.

While 71% of teens may report having the same political views as their parents, research shows they would probably vote just like their parents as well.

SUBMIT

EVIDENCE

- "Diggin' the Issues" with Leah: Expert says teen shoppers pay lots of taxes.
- Pol: Parents & Political Views: Most teens share parents' political views.

YOUR ESSAY SO FAR

COUNTER THEIR EVIDENCE

COMPLETE THE SENTENCE. In the FIRST HALF, admit that the other side's evidence may be true. In the SECOND HALF, use your evidence to point out how their reason is weak. (Don't forget to open the evidence and read it!)

YOU CLAIM: The voting age should not be lowered to 16. **YOUR REASON:** Young people are easily influenced by outside forces such as parents and the media.

THEY CLAIM: The voting age should be lowered to 16. **THEIR REASON:** Young people pay taxes, so they should have a say in how those taxes are spent.

Some would argue that 16-year-olds should vote because they pay taxes, but that argument ignores the fact that teens are easily influenced by media messages. While some teens may , voters must understand how to find information about candidates.

GO BACK **CONTINUE**

EVIDENCE

"ISSUES WEEK" ON PEOPLE'S TELEVISION

HOST: My guest tonight is Sue Quinn. She is concerned that if 16-year-olds are allowed to vote, they will be easily manipulated by political ads. Ms. Quinn, why is that?

MS. QUINN: There's been research showing that teens don't understand the motives behind advertisements. They don't question what the ads are trying to do.

HOST: Can you give some examples?

YOUR ESSAY SO FAR

After the practice paragraph, students write another paragraph with less help. This paragraph is included in the essay.

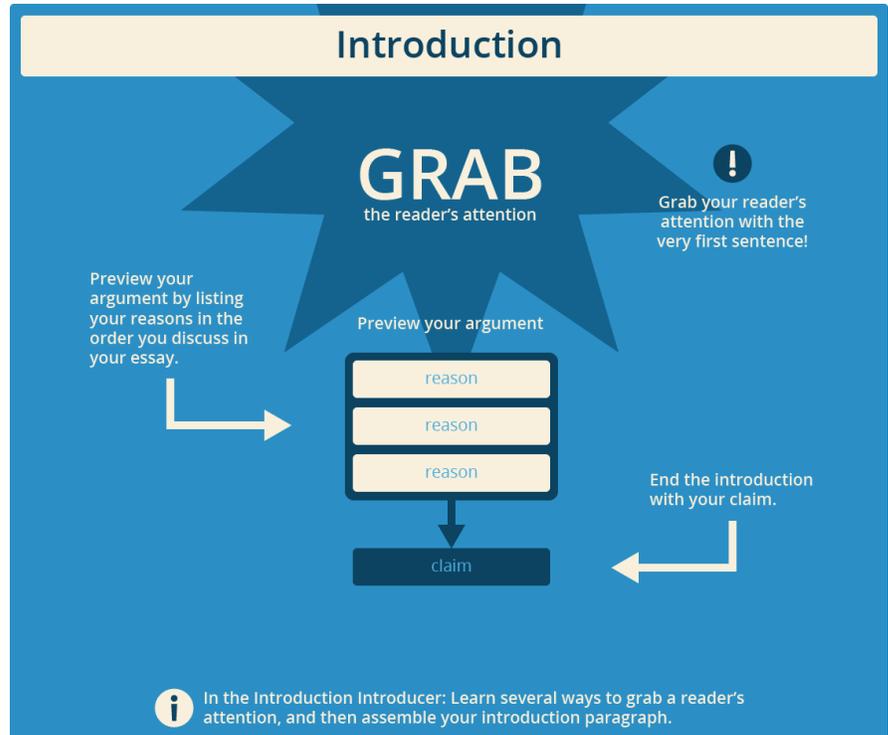
This time, students use the evidence to complete blanks in each sentence. The sentences follow the same structure as taught in the practice paragraph.

The paragraph builds on itself as students work. Student-generated writing appears in orange font.

INTRODUCTION INTRODUCER

Purpose

Students learn a structure for creating an introductory paragraph. They learn about different ways to “hook” the reader at the beginning, and *Drafting Board* assembles the introduction paragraph using the claim and reasons the student selected earlier.



As You Circulate

- **Be prepared to answer questions about the “hook” categories.** *Drafting Board* asks students to categorize several possible “hooks.” (The first sentence of the introduction and essay.) They are also described on the printable Progress Tracker that is included in the Classroom Materials.
- **Be prepared to answer questions about the purpose of the “bridge” sentence.** *Drafting Board* automatically pairs each hook sentence with a “bridge” sentence that connects the hook with the larger argument. *Drafting Board* does not include any direct instruction about the function of the hook and bridge pair.
- **Encourage students to personalize the paragraph with their own words and ideas.** Students have the opportunity to freely edit the introduction paragraph. If you wish, encourage students to think of their own hook and bridge and replace the *Drafting Board*-generated pair they selected.
- **Make sure students are thoughtful about their transition selections.**

Built-In Guidance

- **Structured Paragraph.** *Drafting Board* teaches an introduction paragraph format that is highly structured. The structure is one that students can use even when writing essays on their own.
- **“Hook” Instruction.** The categorizing activity is designed to teach students about different kinds of “hook” sentences that can be used at the beginning of an essay to grab the reader’s interest.
- **Automatic Feedback.** *Drafting Board* will mark students’ incorrect answers when they are categorizing the “hook” sentences. Students cannot proceed until they have chosen the correct answers.

INTRODUCTION INTRODUCER – KEY IMAGES

LEARN ABOUT "HOOK" SENTENCES

The "hook" is the very first sentence of your essay. It must grab the reader's attention!

- READ each sentence and CLICK the button to see the possible categories.
- SELECT the category that best describes the type of hook being used.

Select a category...

Background Info

Statistic or Quote

Question or Scenario

Select a category...

Select a category...

Select a category...

Select a category...

SUBMIT CATEGORIES

EVIDENCE

YOUR ESSAY SO FAR

A quick categorizing activity teaches students about several kinds of "hook" sentences that can be used at the start of an essay. Click "Select a Category" to see the options.

No evidence appears in the evidence panel because this activity does not require evidence.

CHOOSE A "HOOK & BRIDGE" PAIR

The "bridge" sentence connects the hook to the argument you'll be making.

- READ each hook with its bridge sentence.
- SELECT the hook + bridge you want to use at the start of your essay.

<input type="checkbox"/>	HOOK Polls show that the lower the age group, the fewer the number of people who turn out to vote on election day.	BRIDGE If that trend holds true, very few 16- and 17-year-olds would vote even if they could, which is just one reason why giving teens the vote would be misguided.
<input type="checkbox"/>	HOOK John Quincy Adams said, "Always vote for principle... and you may cherish the sweetest reflection that your vote is never lost."	BRIDGE If 16-year-olds are allowed to vote, everyone else's votes will be lost – beneath an avalanche of uninformed teenage votes.
<input type="checkbox"/>	HOOK Imagine a world where politicians have to worry about the teenage vote when they make important decisions.	BRIDGE Society must protect itself and protect inexperienced teenagers, which are just two of many reasons why 16-year-olds should not vote.
<input checked="" type="checkbox"/>	HOOK Voting is a serious civic responsibility that has always been a privilege for adults, not children.	BRIDGE While 16-year-olds are nearing adulthood, in many ways they are still children, and there are good reasons why they shouldn't vote.
<input type="checkbox"/>	HOOK If 6-year-olds wanted the vote, would you support it? No? What about 10-year-olds? Thirteen?	BRIDGE The age cut-off has to be somewhere, and there are good reasons why that cut-off is adulthood.

CONFIRM SELECTION

EVIDENCE

YOUR ESSAY SO FAR

Drafting Board offers students five "hook + bridge" combinations to choose from. None are wrong. To have students use their own hook + bridge combinations instead of the ones *Drafting Board* suggests, have students write their own sentences on a piece of paper and ask them to make that change on the edit paragraph screen.

After the hook + bridge selection, students arrive directly at the "add transitions" screen. *Drafting Board* has automatically completed the rest of the paragraph using the following structure:

Hook
 Bridge
 Reason 1
 Reason 2
 Reason 3
 Claim

READ THE PARAGRAPH & ADD TRANSITIONS

Here's your paragraph! Your three reasons and your claim have been added after the hook & bridge. DECIDE which transitions you will use from the list and TYPE them into your paragraph. To use no transition, CLICK the x in the box.

ADD ANOTHER POINT

In addition / Additionally

Also

Furthermore

Moreover

Not only that

STRENGTHEN YOUR POINT

Indeed

In fact

GIVE AN EXAMPLE / DETAILS

For example

For instance

Specifically

LIST YOUR IDEAS

First

Second

Next

Last

Finally

SHOW SIMILARITY

Similarly

Likewise

Voting is a serious civic responsibility that has always been a privilege for adults, not children. While 16-year-olds are nearing adulthood, in many ways they are still children, and there are good reasons why they shouldn't vote. Sixteen-year-olds don't understand or care about government. Young people are easily influenced by outside forces such as parents and the media. Sixteen-year-olds are too immature to vote. The voting age should not be lowered to 16.

GO BACK

CONTINUE

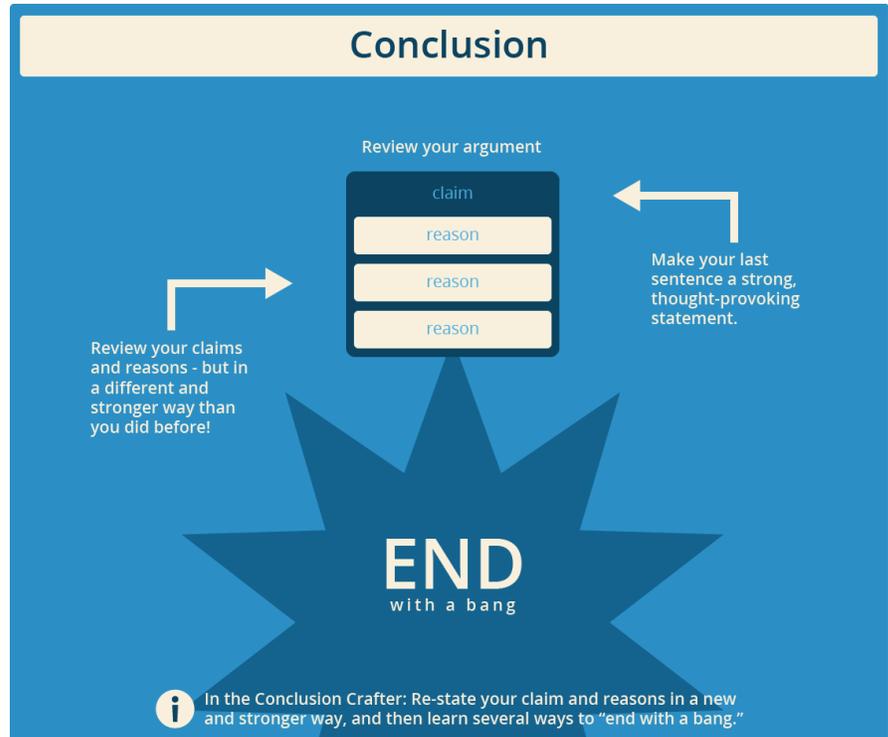
EVIDENCE

YOUR ESSAY SO FAR

CONCLUSION CRAFTER

Purpose

Students learn a structure for creating a conclusion paragraph. They learn how to re-state their claim and reasons, and they learn different ways to write a final “clincher” to end the essay.



As You Circulate

- **Spot-check over to make sure they are putting their reasons into their own words.**
- **Be prepared to answer questions about the “clincher” categories.** *Drafting Board* asks students to categorize several possible “clinchers” (the last sentence of the conclusion and essay). They are also described on the printable Progress Tracker that is included in the Classroom Materials.
- **Encourage students to personalize the paragraph with their own words and ideas.** Students have the opportunity to freely edit the conclusion paragraph. If you wish, encourage students to think of their own clincher and replace the *Drafting Board*-generated sentence they selected.
- **Make sure students are thoughtful about their transition selections.**

Built-In Guidance

- **Variable Scaffolding.** *Drafting Board* helps students re-state their reasons using a scaffolding structure that mimics the scaffolding levels in the Paragraph Constructor.
- **Example-Based Activities.** The highest and middle levels of scaffolding ask students to choose from among several correct possibilities. This way, students can see several examples of how to “say what they said before” — a difficult skill to learn.
- **Structured Paragraph.** *Drafting Board* teaches a conclusion paragraph format that is highly structured. The structure is one that students can use even when writing essays on their own.
- **“Clincher” Instruction.** The categorizing activity is designed to teach students about different kinds of “clincher” sentences that can be used at the end of an essay.
- **Automatic Feedback.** *Drafting Board* will mark students’ incorrect answers when they are categorizing the clincher sentences. Students cannot proceed until they have chosen the correct answers.

CONCLUSION CRAFTER — KEY IMAGES

START BY RESTATING YOUR CLAIM

- READ each sentence starter. They each restate your claim in a different way.
- CLICK the sentence you want to use to restate your claim.
- COMPLETE the sentence using information from your original claim.

YOU CLAIM
The voting age should not be lowered to 16.

Age 16 is way too young for _____.

It would be a terrible mistake to let 16-year-olds vote.

_____ would be a wrong move for America.

The fact is, 16-year-olds aren't ready _____.

CONTINUE

EVIDENCE

- Study: Civics Education
Most teens don't know much about civics.
- Twitter: #Civicsclass
Tweets from teens bored with civics.
- Poll: Parents & Political Views
Most teens share parents' political views.
- "Issues Week" on People's Television
Kids are easily fooled by advertising.
- "Tough Talk" with Tracy
Expert says teen brains aren't developed yet.
- Study: Teen Brain Research
Teens don't think as quickly as adults.

YOUR ESSAY SO FAR

The student's claim appears at the top of the work area in its original wording.

Students choose one of four different ways to restate their claim. (None are wrong.)

Students help restate the claim by completing the sentence themselves. Students type their own words into the text boxes.

RESTATE YOUR FIRST REASON

- READ each sentence. They each restate your reason in a different way.
- CLICK the sentence you think best restates your reason.

YOU CLAIM
The voting age should not be lowered to 16.

YOUR REASON:
Sixteen-year-olds don't understand or care about government.

It would be a terrible mistake to let 16-year-olds vote. Voting is participating in government, which teens don't understand or care about.

A voter should understand and care about government, and 16-year-olds simply do not.

Voting is too serious to be entrusted to young people who don't understand or care about government.

At 16, kids don't even understand or care about our government.

Voting is participating in government, which teens don't understand or care about.

GO BACK **CONTINUE**

EVIDENCE

- Study: Civics Education
Most teens don't know much about civics.
- Twitter: #Civicsclass
Tweets from teens bored with civics.
- Poll: Parents & Political Views
Most teens share parents' political views.
- "Issues Week" on People's Television
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Teens don't think as quickly as adults.

YOUR ESSAY SO FAR

Students then restate each of their three reasons. Scaffolding for restating the reasons parallels the scaffolding in the Paragraph Constructor.

On the **highest level of scaffolding**, students choose from four pre-written restatements. None are wrong.

Students see the paragraph being assembled above.

The reason the student is restating always appears above the work area.

On the **middle level of scaffolding**, the student chooses one of four cloze sentences. None are wrong.

The student then finishes restating the reason by typing into the text box.

RESTATE YOUR SECOND REASON

- READ each sentence starter. They each restate your reason in a different way.
- CLICK the sentence you want to use to restate your reason.
- COMPLETE the sentence using information from your original reason.

YOUR CLAIM
The voting age should not be lowered to 16.

YOUR REASON:
Young people are easily influenced by outside forces such as parents and the media.

It would be a terrible mistake to let 16-year-olds vote. Voting is participating in government, which teens don't understand or care about. At 16, kids think like their parents instead of forming their own opinions.

At 16, kids think like their parents instead of forming their own opinions.

_____ have too big an influence on young people.

The influence of parents and the media _____.

Teens aren't sophisticated enough to think beyond _____.

GO BACK **CONTINUE**

EVIDENCE

- Study: Civics Education
Most teens don't know much about civics.
- Twitter: #Civicsclass
Tweets from teens bored with civics.
- Poll: Parents & Political Views
Most teens share parents' political views.
- "Issues Week" on People's Television
Kids are easily fooled by advertising.
- "Tough Talk" with Tracy
Expert says teen brains aren't developed yet.
- Study: Teen Brain Research
Teens don't think as quickly as adults.

YOUR ESSAY SO FAR

CONCLUSION CRAFTER — KEY IMAGES (CONT.)

RESTATE YOUR THIRD REASON

- READ your original reason.
- THINK of a new, stronger way to say the same thing.
- TYPE your restated reason in the blank space in the paragraph.

YOU CLAIM
The voting age should not be lowered to 16.

YOUR REASON:
Sixteen-year-olds are too immature to vote.

It would be a terrible mistake to let 16-year-olds vote. Voting is participating in government, which teens don't understand or care about. At 16, kids think like their parents instead of forming their own opinions.

In fact, the teen brain is not even half matured at age 16.

EVIDENCE

"TOUGH TALK" WITH TRACY

TRACY: This week we're talking to Dr. Harvey Sands about the teen brain. Dr. Sands, it feels a little ridiculous to say the words "teen" and "brain" in the same sentence.

DR. SANDS: Now, now, Tracy... Teens do have brains. They're just not fully developed yet.

TRACY: Explain.

DR. SANDS: The human brain is only half matured at age 18. It doesn't fully mature until age 25.

TRACY: That means a 16-year-old brain isn't even half mature?

DR. SANDS: Correct. All kinds of changes take place in the brain during this time. For

YOUR ESSAY SO FAR

On the **lowest level of scaffolding**, students restate their reason entirely on their own.

Students type their sentence into the text box at the end of the paragraph.

Now a quick categorizing activity teaches students about several kinds of "clinchers" that can be used at the start of an essay.

Click "Select a Category" to see the options.

LEARN ABOUT "CLINCHER" SENTENCES

The "clincher" is the very last sentence or two of your essay.

- READ each clincher sentence and CLICK the drop-down box.
- SELECT the category that best describes the type of clincher being used.

Select a category...
Quote/Stat/Data
Next Steps
Consequences
Select a category...

People should stop thinking about whether teenagers should vote and start focusing on preparing them to be better citizens. By educating teens about government and civic life, we can prepare them to be responsible voters when they come of age.

Select a category...
If 16-year-olds are allowed to vote, politicians will try to gain teen approval by discussing issues that aren't important. The most critical issues to our nation are ones that would bore teens to death, and we can't afford to have those ignored.

Select a category...
If 16-year-olds get the vote, then 14-year-olds will want it too. And there's not a huge difference between 14 and 12, or 12 and 10... Where will it end? Birth? Eighteen is the age when citizens become adults, and it's the right age for voting.

Select a category...
Since the 1990s, all 50 states have passed laws restricting teenage driving. Why? Because teens are inexperienced and often make bad decisions. If teens aren't allowed free rein behind the wheel, why should they have it in the voting booth?

Select a category...
Someone who is 16 now will be old enough to vote in the next election. Instead of giving 16-year-olds the vote, elected officials should make a point to treat teens as "pre-voters." That would give teens a voice and acknowledge their value as citizens.

EVIDENCE

"TOUGH TALK" WITH TRACY

TRACY: This week we're talking to Dr. Harvey Sands about the teen brain. Dr. Sands, it feels a little ridiculous to say the words "teen" and "brain" in the same sentence.

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DR. SANDS: Correct. All kinds of changes take place in the brain during this time. For

YOUR ESSAY SO FAR

Finally, students choose a clincher to use in their essay. On subsequent screens, students add transitions and edit the paragraph. *Drafting Board* teaches the following conclusion paragraph structure:

- Restated Claim
- Restated Reason 1
- Restated Reason 2
- Restated Reason 3
- Clincher

CHOOSE A CLINCHER

Now, choose the clincher you would like to use in your essay.

People should stop thinking about whether teenagers should vote and start focusing on preparing them to be better citizens. By educating teens about government and civic life, we can prepare them to be responsible voters when they come of age.

If 16-year-olds are allowed to vote, politicians will try to gain teen approval by discussing issues that aren't important. The most critical issues to our nation are ones that would bore teens to death, and we can't afford to have those ignored.

If 16-year-olds get the vote, then 14-year-olds will want it too. And there's not a huge difference between 14 and 12, or 12 and 10... Where will it end? Birth? Eighteen is the age when citizens become adults, and it's the right age for voting.

Since the 1990s, all 50 states have passed laws restricting teenage driving. Why? Because teens are inexperienced and often make bad decisions. If teens aren't allowed free rein behind the wheel, why should they have it in the voting booth?

Someone who is 16 now will be old enough to vote in the next election. Instead of giving 16-year-olds the vote, elected officials should make a point to treat teens as "pre-voters." That would give teens a voice and acknowledge their value as citizens.

EVIDENCE

"TOUGH TALK" WITH TRACY

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DR. SANDS: Correct. All kinds of changes take place in the brain during this time. For

YOUR ESSAY SO FAR

FINAL EDIT & FINISHED ESSAYS

Students have one final chance to edit their essay before the end of *Drafting Board*.

Click "Edit Text" to edit.

After this screen, students will be prompted to print their essay or exit *Drafting Board*. You do not need to have students print their essays. Student essays will be saved, and you can access them at any time by clicking "View Report" on the *Drafting Board* topic page. (You can also access them through My iCivics.)

The screenshot shows the 'Drafting Board' interface. At the top, there are tabs for 'ISSUE ANALYZER', 'CLAIM CREATOR', 'PARAGRAPH CONSTRUCTOR', 'CRITIC CRUSHER', 'INTRODUCTION INTRODUCER', and 'CONCLUSION CRAFTER'. The main area is split into two columns: 'Your Outline' and 'Text'. The 'Text' column contains the student's draft essay. At the bottom of the text editor, there is an 'EDIT TEXT' button. To the right of the text editor is an 'EVIDENCE' panel with several evidence cards, each with a right-pointing arrow. At the bottom of the interface, there are 'OUTLINE', 'TEXT', and 'CLOSE' buttons, and a 'YOUR ESSAY SO FAR' button.

TEACHER DATA

Drafting Board tracks students' essays and certain evidence matching data. You can access this data from the "View Report" button on the teacher *Drafting Board* page.

Finding the Data

The screenshot shows the iCivics website interface. At the top, there are navigation buttons for 'Play', 'Teach', 'About', and 'Donate'. Below the navigation is a search bar and a 'View' button. The main content area is titled 'COMMUNITY SERVICE' and features a large 'Drafting Board' graphic. Below the graphic are buttons for 'View Report', 'Play', 'Assign', and 'Share'. On the left side, there is a 'TEACHER TOOLS' section with 'Teacher Files' and 'SEARCH STATE STANDARDS'.

Navigate to the page for the *Drafting Board* topic your class is working on.

Click the View Report button to access student data.

TEACHER DATA (CONT.)

If you have more than one class that has worked through this topic, filter by class here.

As the class is working, see student progress here. Circles fill in as students work through the tool.

Download all data for your entire class using the buttons at the top, or view individual student data with the buttons on the right. Evidence matching data exports to a .csv spreadsheet.

	Evidence Matched on First Try	Incorrect Evidence Matches
Issue Analyzer	8/8	0
Claim Creator	6/6	0

"View Data" lets you see how well the student did at matching evidence in the Issue Analyzer and the Claim Creator. You see how many pieces of evidence the student matched correctly on the first try and how many incorrect evidence matches the student made.

"View Essay" lets you see the student's essay.

From this screen, you can download or print the individual essay.

REINFORCEMENT POWERPOINT ACTIVITY

Use the available PowerPoint activity to reinforce the concepts that Drafting Board teaches. This activity includes all the graphic organizers that appear in Drafting Board, along with a fun quiz to help students learn and remember the concepts. It can be used before or after students work through Drafting Board.

Each organizer appears on a slide by itself, followed by a few quiz slides that reinforce the organizer's concepts.

Start by using the graphic organizer slide to review the argumentative writing concepts.

Knocking Down the Other Side's Argument

The other side will have a well-built argument.

Use your reasons and evidence to show why the other side's argument is weak.

i In the Critic Crusher: Use one of your reasons and evidence to show why one of the other side's reasons and evidence is weak.

The quiz is designed in an active participation format so that the whole class can participate at once, answering each question as a chorus. Each question features an iCivics bobblehead character with something to say about argumentative writing. Students decide whether the statement is "Cool" or "Not Cool."

Cool or Not Cool?

7

Evidence? Totally unnecessary. I mean, I gave them a reason, didn't I?

Cool

Not Cool

Reasons alone aren't enough. Evidence shows your reason makes sense.

On the first click, the character and statement appear, along with the "Cool" and "Not Cool" answer options. Read the statement with the class. Have the class answer as a chorus, and listen for wrong or mixed answers that indicate confusion.

Clicking again reveals a star by the correct answer and a short explanation at the bottom of the screen.