



**Khaled bin Sultan  
Living Oceans  
Foundation**

## STANDARDS

- **CCSS:** RI.6.8-8.8, RST.6-8.1, RST.6-8.8, RST.6-8.10, SL.6.1-8.1, SL.6.4-8.4, SL.6.5-8.5, WHST.6-8.8, WHST.6-8.9; RST.9-10.1, 2, 4, 5, 7, 8, 10; RST.11-12.1, 2, 4, 10; RI.9-12.8, SL.9.1-12.1, SL.9-12.4, SL.9-12.5, WHST.9-10.8, WHST.11-12.8, WHST.9-10.9, WHST.11-12.9
- **NGSS:** MS-LS2-3, MS-LS2-4, MS-LS2-5; HS-LS2-7, HS-LS-4.D, HS-ESS3-3, HS-ESS3.C, HS-ESS3.D, HS-ETS1.A-B, HS-ETS1-2, HS-ETS1-3
- **NGSS Practices:** 6, 7, 8
- **OLP:** (grades 6-8): 5.A.1, 5.A.3, 5.A.4, 5.A.6, 5.A.16, 5.A.21, 6.A.1-A.11, 6.B.1-B.4, 6.C.1-C.4, 6.D.1-6.D.21, 6.E.1-6.E.15; (grades 9-12) 6.A.1, 6.A.3-A.6, 6.B.1-B.6, 6.C.1-C.3, 6.D.1-D.19, 6.E.1-.14

## ONLINE CONTENTS

- [\*My Wish: Protect Our Oceans\*](#) Dr. Sylvia Earle discusses the rapid decline of the ocean and the need for more protection.
- [\*Corals and MPAs\*](#) Learn about Marine Protected Areas and how they can help protect coral reefs.

# CONSERVATION

This lesson is a part of the *Conservation* unit, which describes different actions that people can take to manage and conserve coral reefs. Below is a summary of what is included in the entire unit.

## UNIT CONTENTS

### A. [Background Information](#)

- Introduction
- Mitigating Threats
- Stakeholder Involvement
- Education & Outreach
- Monitoring
- Enforcement
- Restoration

### B. Lessons

#### [Watch It! My Wish](#)

- A worksheet to accompany the [\*My Wish: Protect Our Oceans\*](#) video

#### [Watch It! Corals and MPAs](#)

- A worksheet to accompany [\*Our Living Oceans, Episode 5: Corals and MPAs\*](#) video.

#### [Lesson 1A: Explore a Hope Spot](#)

- An activity that explores an existing Hope Spot. Students learn about ecosystem disruptions and services, and the reasons that make this place special.

#### [Lesson 1B: Nominate a Hope Spot](#)

- An activity where students nominate a new Hope Spot that needs protection. Students present their proposed Hope Spot to their classmates who act as the “Hope Spot Council,” deciding if it should be approved.

#### [Lesson 1C: Advocate for MPA](#)

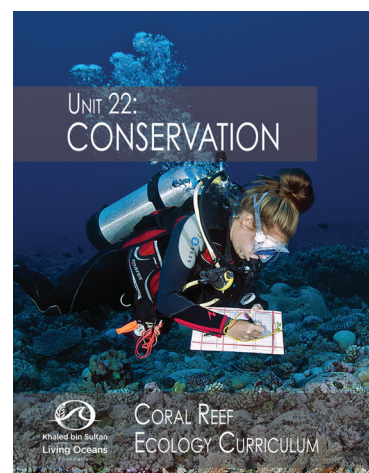
- Write a compelling letter that advocates for the creation of their proposed MPA to a stakeholder or group of stakeholders.

#### [Lesson 1D: Manage an MPA](#)

- An activity that creates a management plan for the three most important actions that are crucial to conserve their proposed MPA.

#### [Read It! Maori Conservation](#)

- A worksheet to accompany the [\*Traditional Māori Conservation Methods Help Protect Reefs in the Cook Islands\*](#) blog.



# LESSONS 1A-1D

# TEACHER'S NOTES

## PRE-KNOWLEDGE

Before beginning these lessons, students should have a good understanding of the natural and anthropogenic threats to the ocean and the actions that can be taken to reduce these threats. They should also be able to explain the various ecosystem services that the ocean provides.

## ADDITIONAL INFORMATION

Ocean conservation efforts vary around the world. Perhaps one of the most effective ways to protect the ocean is by establishing Marine Protected Areas (MPAs). The path to creating an MPA is not always the same; however, the activities in Lessons 1A-1D illustrate one path that can lead to the creation of one.

Lesson 1 consists of four different activities:

- **Lesson 1A: Explore a Hope Spot**
- **Lesson 1B: Nominate a Hope Spot**
- **Lesson 1C: Advocate for MPA**
- **Lesson 1D: Manage an MPA**

Lessons 1A-D are meant to be completed consecutively as knowledge builds upon the previous lesson; however, lessons 1A and 1B are similar. Lesson 1A has students exploring an existing Hope Spot; whereas, Lesson 1B requires that students nominate a Hope Spot that does not yet exist. The latter lesson requires a solid comprehension of the background information and advanced skills in researching information. Depending on the abilities of the students, instructors may find that it is not necessary to complete Lesson 1A before beginning Lessons 1B-D. For individuals who need further differentiation, Lesson 1A is a good introductory lesson that exposes students to the information before they attempt more difficult activities.

Before beginning Lesson 1B, it is important that students understand the difference between Hope Spots and MPAs. A Hope Spot does not designate an area as an MPA. This can be confusing because some Hope Spots are already established MPAs that apply to be a Hope Spot because they require additional protections. For Hope Spots that are not existing MPAs, this designation can be the first step towards creating one. Hope Spots provide additional funding and support, and create global awareness for the protection of an area. The creation of a Hope Spot can lead to further pressure on the country(s) authorities who have the ability to create an MPA. In classes where Lessons 1C and/or 1D will be completed, inform students that they need to nominate Hope Spots that are not existing MPAs.

Once students have nominated a Hope Spot (Lesson 1B), and was hopefully approved by their classmates, they are ready to take the next step – advocate for the creation of an MPA. During Lesson 1C, students will be asked to write a letter to a stakeholder or group of stakeholders, advocating for the creation of their MPA. To aid students in writing their letter, you may choose to use the *The Message Box*, a tool that aids in effectively communicating scientific information to a specific audience. This tool can be especially useful when trying to distill a lot of information into a meaningful and impactful message such as a letter to a stakeholder(s).

In Lesson 1D, the students' MPA has been approved. Students will be asked to create a management plan for their MPA. Before writing their plan, students will be asked to use the knowledge learned from the previous lessons to choose three actions that are most important to the protection and preservation of their MPA. Students will incorporate these actions into their management plan. If time is limited, it is suggested that only one or two of the actions are included in their plan.

Grading rubrics are included for Lessons 1B-1D to evaluate these activities. Together, these lessons will require time to complete, so it may be best to think of them collectively as a long-term project that may extend throughout the duration of the entire course.

# LESSON 1C

# TEACHER'S NOTES

## AUTHOR

- Amy Heemsoth, Khaled bin Sultan Living Oceans Foundation

## LEARNING OBJECTIVES

- Review the purpose of a Marine Protected Area (MPA).
- Write a letter to a stakeholder advocating for an MPA.
- Demonstrate understanding of argumentative writing.
- Persuade stakeholders with an opposing claim using evidence and reason.
- Evaluate resources for credibility.
- Communicate information in an organized, logical sequence.
- Effectively comprehend and communicate evidence.
- Evaluate awareness of the audience's background knowledge, needs and interests, beliefs and values, and biases towards the claim.

## KEYWORDS

- Lobby
- Marine Managed Area (MMA)
- Marine Protected Area (MPA)
- Stakeholder

## MATERIALS

- Lesson 1C: Advocate for MPA** student worksheet
- Internet
- Appendix A: Message Box Rubric**
- Appendix B: Writing Rubric**
- Compass' [The Message Box Workbook](https://www.compasssscicomm.org/wp-content/uploads/2020/05/The-Message-Box-Workbook.pdf)

## EXTENSION

- Ask students to present to a group of stakeholders advocating for the creation of their MPA.

## ATTRIBUTIONS

- COMPASS Science Communication, Inc. 2017. The Message Box Workbook. <https://www.compasssscicomm.org/>.

- The **Appendix B** rubric has been adapted from Common Core State Standards Writing Rubrics for Grades 11/12 by Turnitin, which is licensed under a Creative Commons Attribution-NonCommercial 3.0 Unported License. Based on a work at [http://pages.turnitin.com/ccss\\_rubrics\\_11-12.html](http://pages.turnitin.com/ccss_rubrics_11-12.html).

## STANDARDS

- CCSS:** WHST9-10.1A-E, WHST11-12.1A-E
- NGSS:** HS-ESS3.C, HS-ESS3.D, HS-LS4.D, HS-ETS1.A-B
- OLP:** 6.E.1-E.14

## PROCEDURE

- Complete **Lesson 1B: Nominate a Hope Spot**.
- Reinforce that some, but not all, Hope Spots are designated as Marine Protected Areas (MPAs).
- Review *Background Information Stakeholder Involvement*.
- Ask students to read the *Background Information* on their **Lesson 1C: Advocate for MPA** student worksheet. Also, provide appendices to students.
- Explain to students that they are going to write a letter to a stakeholder advocating for the creation of the MPA that they nominated in **Lesson 1B: Nominate a Hope Spot**.
- To aid students in writing letters, teach them how to use COMPASS Science Communication's [The Message Box](https://www.compasssscicomm.org/wp-content/uploads/2020/05/The-Message-Box-Workbook.pdf). The workbook can be found online at: <https://www.compasssscicomm.org/wp-content/uploads/2020/05/The-Message-Box-Workbook.pdf>. This document is a useful resource to help students organize their ideas before writing effective letters. There is an example provided in the workbook that walks the reader through each section of the Message Box. There are also additional examples at the back of the workbook (pages 20-23). On page 19, there are useful questions to help students to think about what they may write in their message box.
- Once students have completed their message box use the **Appendix A: Message Box Rubric** to provide students feedback about their ideas before they begin writing.
- Next, students should write a compelling formal letter to their chosen stakeholder(s) using information from "The Message Box" brainstorming session.
- Use the **Appendix B: Writing Rubric** can be used to grade the students' letters. This rubric is based on the Common Core State Standards for writing arguments.

# LESSON 1C

# ADVOCATE FOR MPA

## BACKGROUND INFORMATION

Few Hope Spots are previously designated as Marine Protected Areas (MPAs). The Flower Garden Banks National Marine Sanctuary is a rare example of an already established MPA, which was later approved as a Hope Spot. The reason it was suggested as a Hope Spot was to advocate for additional protections. For Hope Spots that are not previously listed as MPAs, the goal after creating the Hope Spot is to eventually have it designated as an MPA. When trying to achieve this status, an MPA proposal is created which is based on scientific data and includes information such as the proposed boundaries, an assessment of the activities being conducted in the proposed MPA area, information about the impacts of these activities, conservation objectives, proposed level(s) of protection, and a broad management and monitoring plan. Often, the proposal requires buy-in from the stakeholders that use the proposed MPA. There will be stakeholders that oppose the creation of an MPA because it could impact them in a negative way. Therefore, organizations must advocate and lobby to these opposing stakeholders for these areas to be protected.

**INSTRUCTIONS:** Your MPA proposal has been created. Now it's time to get buy-in from opposing stakeholders, so that they too will advocate for the creation of your MPA. Write a letter to a stakeholder or group of stakeholders, advocating for the creation of your MPA. Your letter should be compelling to your chosen stakeholder. It should communicate information in a way that is understandable and meaningful to the stakeholder. See **Appendix A: Writing Rubric** to see how your assignment will be graded.

Before constructing a letter, answer the following questions:

1. Identify the stakeholders that use the proposed MPA. List them below.
2. Which of these stakeholders might be opposed to the creation of your MPA? Explain why.
3. Choose a stakeholder who is opposed to the creation of your MPA.
4. Use the "Message Box" below to brainstorm important information that you may want to portray in your letter. See **Appendix A: Message Box Rubric** to assess your work.

**AUDIENCE:**

**PROBLEMS?**

**ISSUE**

**SOLUTIONS?**

**SO WHAT?**

**BENEFITS?**



## MESSAGE BOX RUBRIC

| Criteria                                                     | Beginning<br>1                                                                                                                                                                                                                                                                   | Developing<br>2                                                                                                                                                                                                                                                                   | Achieving<br>3                                                                                                                                                                                                                                                                          | Mastering<br>4                                                                                                                                                                                                                                                                           | Score |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>Issue:</b> the overarching issue                          | The description of the overarching issue is <b>unclear</b> and <b>wordy</b> .                                                                                                                                                                                                    | The description of the overarching issue is <b>somewhat unclear</b> and <b>wordy</b> .                                                                                                                                                                                            | The description of the overarching issue is <b>generally clear</b> and <b>concise</b> .                                                                                                                                                                                                 | The description of the overarching issue is <b>clear</b> and <b>concise</b> .                                                                                                                                                                                                            |       |
| <b>The Problem:</b> a smaller part of the bigger issue       | Statements of the problem <b>never</b> : <ul style="list-style-type: none"> <li>provide a digestible amount of information, but gives an overwhelming amount of it</li> <li>consider how it matters to the audience</li> <li>is written in a clear and concise manner</li> </ul> | Statements of the problem <b>seldom</b> : <ul style="list-style-type: none"> <li>provide a digestible amount of information, but gives an overwhelming amount of it</li> <li>consider how it matters to the audience</li> <li>is written in a clear and concise manner</li> </ul> | Statements of the problem <b>often</b> : <ul style="list-style-type: none"> <li>provide a digestible amount of information, but doesn't give an overwhelming amount of it</li> <li>consider how it matters to the audience</li> <li>is written in a clear and concise manner</li> </ul> | Statements of the problem <b>always</b> : <ul style="list-style-type: none"> <li>provide a digestible amount of information, but doesn't give an overwhelming amount of it</li> <li>consider how it matters to the audience</li> <li>is written in a clear and concise manner</li> </ul> |       |
| <b>Issue &amp; Problem Distinction</b>                       | The problem and issue are <b>not related</b> or there is <b>no distinction</b> between them.                                                                                                                                                                                     | The problem and issue are <b>somewhat related</b> or there is <b>little distinction</b> between them.                                                                                                                                                                             | The issue and the problem are <b>mostly related</b> and/or the problem is <b>mostly described</b> as a smaller part of the larger issue.                                                                                                                                                | The issue and the problem are <b>clearly related</b> and the problem is <b>distinctly described</b> as a smaller part of the larger issue.                                                                                                                                               |       |
| <b>So What?:</b> what your audience cares about              | Information demonstrates <b>little awareness</b> of the audience's background knowledge, needs and interests, personal, spiritual, and/or cultural beliefs and values towards the problem.                                                                                       | Information demonstrates <b>some awareness</b> of the audience's background knowledge, needs and interests, personal, spiritual, and/or cultural beliefs and values towards the problem.                                                                                          | Information demonstrates <b>awareness</b> of the audience's background knowledge, needs and interests, personal, spiritual, and/or cultural beliefs and values towards the problem.                                                                                                     | Information demonstrates <b>complete awareness</b> of the audience's background knowledge, needs and interests, personal, spiritual, and/or cultural beliefs and values towards the problem.                                                                                             |       |
| <b>The Solution:</b> Identifies options to solve the problem | The solution(s) are <b>not</b> : <ul style="list-style-type: none"> <li>relevant to the audience</li> <li>related to the problem</li> <li>written in a clear and concise manner</li> </ul>                                                                                       | The solution(s) are <b>rarely</b> : <ul style="list-style-type: none"> <li>relevant to the audience</li> <li>related to the problem</li> <li>written in a clear and concise manner</li> </ul>                                                                                     | The solution(s) are <b>often</b> : <ul style="list-style-type: none"> <li>relevant to the audience</li> <li>related to the problem</li> <li>written in a clear and concise manner</li> </ul>                                                                                            | The solution(s) are <b>always</b> : <ul style="list-style-type: none"> <li>relevant to the audience</li> <li>related to the problem</li> <li>written in a clear and concise manner</li> </ul>                                                                                            |       |

| Criteria                                                                                             | Beginning<br>1                                                                                                                                                                                                   | Developing<br>2                                                                                                                                                                                                                        | Achieving<br>3                                                                                                                                                                                                             | Mastering<br>4                                                                                                                                                                                                           | Score |
|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>The Benefit:</b><br>good things happen if the solution is implemented; don't forget your audience | The benefit(s) are <b>not</b> :<br><ul style="list-style-type: none"> <li>relevant to the audience</li> <li>positive results from implementing the solution</li> <li>specific examples that are vague</li> </ul> | The benefit(s) <b>rarely</b> :<br><ul style="list-style-type: none"> <li>are relevant to the audience</li> <li>are positive results from implementing the solution</li> <li>provide specific examples that are mostly vague</li> </ul> | The benefit(s) <b>often</b> :<br><ul style="list-style-type: none"> <li>are relevant to the audience</li> <li>are positive results from implementing the solution</li> <li>provide specific, not vague examples</li> </ul> | The benefit(s) <b>all</b> :<br><ul style="list-style-type: none"> <li>are relevant to the audience</li> <li>are positive results from implementing the solution</li> <li>provide specific, not vague examples</li> </ul> |       |
| <b>Evidence</b><br>(all sections of the message box)                                                 | Does <b>not</b> use correct, relevant, and appropriate evidence (facts, examples, details, descriptions, data, metaphors, analogies, anecdotes) to support ideas.                                                | <b>Sometimes</b> uses correct, relevant, and appropriate evidence (facts, examples, details, descriptions, data, metaphors, analogies, anecdotes) to support ideas.                                                                    | <b>Consistently</b> uses correct, relevant, and appropriate evidence (facts, examples, details, descriptions, data, metaphors, analogies, anecdotes) to support ideas.                                                     | <b>Always</b> uses correct, relevant, and appropriate evidence (facts, examples, details, descriptions, data, metaphors, analogies, anecdotes) to support ideas.                                                         |       |
| <b>TOTAL SCORE</b>                                                                                   |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                            |                                                                                                                                                                                                                          |       |



## WRITING RUBRIC

| Criteria                                                                                                               | Beginning<br>1                                                                                                                                                                                                                               | Developing<br>2                                                                                                                                                                                                                                       | Achieving<br>3                                                                                                                                                                                                                                 | Mastering<br>4                                                                                                                                                                                                                                                                                               | Score |
|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>Claim:</b><br>text introduces a clear, arguable claim (issue/problem) that can be supported by reasons and evidence | The text contains an <b>unidentifiable</b> claim or <b>vague</b> position. The text has <b>limited</b> structure and organization.                                                                                                           | The text contains an <b>unclear</b> or <b>emerging</b> claim that suggests a <b>vague</b> position. The text <b>attempts</b> a structure and organization to support the position.                                                                    | The text introduces a claim that is <b>arguable</b> and <b>takes</b> a position. The text has a structure and organization that is aligned with the claim.                                                                                     | The text introduces a <b>compelling</b> claim that is clearly arguable and takes a <b>purposeful</b> position on an issue. The text has a structure and organization that is <b>carefully crafted</b> to support the claim.                                                                                  |       |
| <b>Cohesion</b>                                                                                                        | <b>Lacks</b> development of ideas with <b>weak</b> or <b>no transitions</b> between and within paragraphs. The text does <b>not</b> connect the claims and reasons.                                                                          | <b>Somewhat</b> clear and logical developments with <b>basic</b> transitions between and within paragraphs. The text <b>attempts</b> to connect the claim and reasons.                                                                                | Clear and logical, and <b>satisfactory</b> developments with <b>good</b> transitions between and within paragraphs. The text <b>connects</b> the claim and reasons. The text links the counterclaims to the claim.                             | <b>Exceptionally</b> clear, logical, mature, and thorough development with <b>excellent</b> transitions between and within paragraphs. The text <b>explains</b> the relationships between the claim and reasons as well as the evidence. The text <b>strategically</b> links the counterclaims to the claim. |       |
| <b>Audience</b>                                                                                                        | The text addresses <b>little awareness</b> of the audience's background knowledge, needs and interests, personal, spiritual, and/or cultural beliefs and values, and biases towards the claim. Does <b>not</b> address the audience's needs. | The text addresses <b>some awareness</b> of the audience's background knowledge, needs and interests, personal, spiritual, and/or cultural beliefs and values, and biases towards the claim. The text <b>somewhat</b> addresses the audience's needs. | The text addresses <b>awareness</b> of the audience's background knowledge, needs and interests, personal, spiritual, and/or cultural beliefs and values, and biases towards the claim. The text <b>mostly</b> addresses the audience's needs. | The text addresses <b>complete awareness</b> of the audience's background knowledge, needs and interests, personal, spiritual, and/or cultural beliefs and values, and biases towards the claim. The text <b>excels</b> at addressing the audience's needs.                                                  |       |
| <b>Evidence:</b><br>Provides sufficient evidence to back up the claim                                                  | Does <b>not</b> use convincing, correct, relevant, and appropriate evidence (facts, examples, details, descriptions, data, metaphors, analogies, anecdotes) to support the claim or lacks counterclaims                                      | <b>Sometimes</b> provides convincing, correct, relevant, and appropriate evidence (facts, examples, details, descriptions, data, metaphors, analogies, anecdotes) to support the claim or lacks counterclaims.                                        | <b>Consistently</b> provides convincing, correct, relevant, and appropriate evidence (facts, examples, details, descriptions, data, metaphors, analogies, anecdotes) to support the claim and addresses counterclaims.                         | <b>Always</b> provides convincing, correct, relevant, and appropriate evidence (facts, examples, details, descriptions, data, metaphors, analogies, anecdotes) to support the claim and <b>skillfully</b> addresses counterclaims.                                                                           |       |



| Criteria            | Beginning<br>1                                                                                                                                                              | Developing<br>2                                                                                                                                                    | Achieving<br>3                                                                                                                | Mastering<br>4                                                                                                                                            | Score |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Style & Conventions | The text illustrates a <b>limited awareness</b> or <b>inconsistent</b> tone. The text illustrates <b>inaccuracy</b> in standard English conventions of usage and mechanics. | The text illustrates a <b>limited awareness</b> of formal tone. The text demonstrates <b>some accuracy</b> in standard English conventions of usage and mechanics. | The text presents a formal, objective tone. The text <b>demonstrates</b> standard English conventions of usage and mechanics. | The text presents an <b>engaging</b> , formal and objective tone. The text <b>intentionally</b> uses standard English conventions of usage and mechanics. |       |
| Conclusion          | The text <b>may fail</b> to conclude the argument or position.                                                                                                              | The conclusion <b>merely restates</b> the position.                                                                                                                | The conclusion <b>ties</b> to the claim and evidence.                                                                         | The conclusion <b>strengthens</b> the claim and evidence.                                                                                                 |       |
| <b>TOTAL SCORE</b>  |                                                                                                                                                                             |                                                                                                                                                                    |                                                                                                                               |                                                                                                                                                           |       |

This rubric has been adapted from Common Core State Standards Writing Rubrics for Grades 11/12 by Turnitin, which is licensed under a Creative Commons Attribution-NonCommercial 3.0 Unported License. Based on a work at [http://pages.turnitin.com/ccss\\_rubrics\\_11-12.html](http://pages.turnitin.com/ccss_rubrics_11-12.html).

**NOTE:** Depending on how you choose to write your letter, you may opt not to address the counterclaim(s). Full points will still be received if you don't address counterclaim(s). In some cases, it may not make for as compelling of a letter; however, in other instances, the counterclaim could strengthen your letter. It is at the discretion of the writer as to whether it is included in the letter. If you do address the counterclaim(s), the sections of the rubric that contain this information will be used to grade your writing.

