



# *Sir Wilfrid Laurier* WORKSHEETS PACKAGE

This Worksheets Package is designed to accompany Historica Canada's **Sir Wilfrid Laurier Education Guide**

## TABLE OF CONTENTS

- Laurier Makes His Mark: Quotation Analysis (pg 2)
- Laurier Makes His Mark: Twitter Profile Template and Quotations (pgs 3-4)
- Shaping the West: Advertisement Analysis Chart and Images (pgs 5-7)
- Shaping the West: Mapping Canada Guide and Images (pgs 8-9)
- The Art of Compromise: Decoding Political Cartoons Chart (pgs 10-18)
- Legacy: Canada in the 20<sup>th</sup> Century: Writing an Effective Letter to the Editor (pg 19)

# Laurier Makes His Mark

## QUOTATION ANALYSIS

Use this worksheet to support the “In Laurier’s Words: Quotation Analysis” activity, located on page 5 of *Historica Canada’s Sir Wilfrid Laurier Education Guide*. This activity asks students to analyze quotations through active reading, investigate historical context, and reflect on Laurier’s perspective.

### 1. ON CONFEDERATION:

Read Sir Wilfrid Laurier and Parti Rouge in the Laurier Collection

#### A) 7 March 1867, in *Le Defricheur* newspaper

“Confederation is the second stage on the road to ‘anglification’ mapped out by Lord Durham... We are being handed over to the English majority... [We must] use whatever influence we have left to demand and obtain a free and separate government.”

#### B) 10 November 1871, Legislative Assembly of the Province of Québec

“Our respective forefathers were enemies and waged bloody war against each other for centuries. But we, their descendants, united under the same flag, fight no other fights but those of a generous emulation to excel each other in trade and industry, in the sciences and the arts of peace.”

### 2. ON IMMIGRATION:

Read Immigration, Immigration Policy and Chinese Head Tax in the Laurier Collection

#### A) 27 March 1903, House of Commons

“The House is aware that in the province of British Columbia there exists a very strong feeling against Asiatic immigration... After giving it full consideration, everyone who has looked into the matter must come to the conclusion that this antagonism is based upon ethnical consideration, the difference between the two races. It seems impossible to reconcile them, and the conclusion of all who have considered the matter seems to be that the amalgamation of the two is neither possible nor desirable. There are so many differences of character that it is supposed to be impossible to overcome them... The ethnical differences are also of such a character as to make it very doubtful whether assimilation of the two races could ever take place.”

#### B) 1 September 1905, Edmonton, Alberta

“I welcome those of our kith and kin from the old land. I welcome those from the older portions of Europe. I welcome those who come from the neighbouring, the kindred Republic on the other side of the line. Let me say to one and all, above all those newly our fellow countrymen, that the Dominion of Canada is in one respect like the Kingdom of Heaven: those who come at the eleventh hour will receive the same treatment as those who have been in the field for a long time. We want to share with them our lands, our laws, our civilization. Let them be British subjects, let them take their share in the life of this country, whether it be municipal, provincial or national. Let them be electors as well as citizens. We do not want nor wish that any individual should forget the land of his origin. Let them look to the past, but let them still more look to the future. Let them look to the land of their ancestors, but let them look also to the land of their children. Let them become Canadians... and give their heart, their soul, their energy and all their power to Canada.”

Use this worksheet to support the "Tweet as Laurier" activity, located on page 6 of *Historica Canada's Sir Wilfrid Laurier Education Guide*

### 15 April 1874, House of Commons

"It has been said that Mr. Riel was only a rebel. How is it possible to use such language? What act of rebellion did he commit? Did he ever raise any other standard than the national flag? Did he ever proclaim any other authority than the sovereign authority of the Queen? No, never. His whole crime and the crime of his friends was that they wanted to be treated like British subjects and not bartered away like common cattle. If that be an act of rebellion, where is the one amongst us who if he had happened to have been with them would not have been rebels as they were?"

### 7 July 1885, House of Commons

"There are prejudices in this country of many kinds. We are not yet so built up as a nation as to forget our respective origins, and I say frankly that the people of my own province, who have a community of origin with the insurgents, sympathize with them, just as the sympathies of the people of Ontario who are of a different origin would go altogether in the other direction."

### 22 November 1885, Champ de Mars, Montreal

"If [I] had been on the banks of the Saskatchewan when the rebellion broke out... [I] would have taken up arms [myself] against the government... Riel's execution was a judicial murder. How could M. Chapleau... have been a party of this cold-blooded murder of a compatriot?"

### 10 March 1886, House of Commons

"Sir, in the province to which I belong, and especially amongst the race to which I belong, the execution of Louis Riel has been universally condemned as being the sacrifice of a life, not to inexorable justice, but to bitter passion and revenge... In our age, in our civilization, every single human life is valuable, and is entitled to protection in the councils of the nation..."

### 16 March 1886, House of Commons

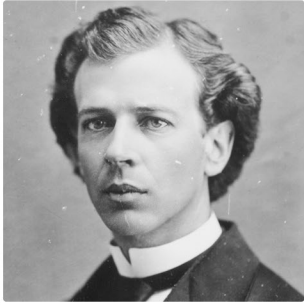
"We cannot make a nation of this new country by shedding blood, but by extending mercy and charity for all political offences."

### 10 December 1886, Young Men's Liberal Club of Toronto

"I am not a traitor. I am not a preacher of rebellion. There has been lately, as you are aware, a rebellion in the North-West, and though the men who rebelled committed a great error; though, as I said, on many occasions, they had to be shot in battle, though they had to be conquered, I repeat before this great audience that in my opinion the guilt of the rebellion does not rest with the miserable wretches who took up arms, but rests altogether with the Government who provoked it..."

If you had been yourselves fated to be born on the banks of the Saskatchewan before there ever was a government in the territory, and you had taken your land according to the manner of the country, and if, when the government was founded, they had sent surveyors into the country cutting your land into pieces; if after you had made remonstrances after remonstrances you had been given a promise that justice would be done and that promise was broken; if after every other means had been tried and found of no avail, what would you have done?"





Wilfrid Laurier  
@W\_Laurier  
bio:

location:  
lauriercollection.ca

Followers

- 
- 
- 
- 



TWEETS 1867 FOLLOWING 105 FOLLOWERS 338 LIKES 1911 LISTS 7



Wilfrid Laurier @W\_Laurier · date:

Reply Retweet Like More



Wilfrid Laurier @W\_Laurier · date:

Reply Retweet Like More



Wilfrid Laurier @W\_Laurier · date:

Reply Retweet Like More



Wilfrid Laurier @W\_Laurier · date:

Reply Retweet Like More



Wilfrid Laurier @W\_Laurier · date:

Reply Retweet Like More



# Advertisement Analysis

## 5Ws OVERVIEW

Use this worksheet to support the “Analyzing Advertisements” activity, located on page 7 of *Historica Canada’s Sir Wilfrid Laurier Education Guide*

*This is an inference activity that asks you to deduce what you can from the advertisements.*

*You may not be able to answer every question in the chart.*

<p><b>WHAT?</b></p> <p>What key words, titles, or labels appear in the advertisement?</p> <p>What is the main message of this advertisement?</p> <p>What is the purpose of this advertisement? (To educate, entertain, inform?)</p> <p>What event/person/theme is this advertisement about?</p>	
<p><b>WHO?</b></p> <p>Who are the people depicted in the advertisement (if any)?</p> <p>Who do you think created the ad?</p> <p>Who do you think was the audience for this ad?</p>	
<p><b>WHEN?</b></p> <p>When do you think this advertisement was created?</p> <p>What period of time does this advertisement cover?</p>	
<p><b>WHERE?</b></p> <p>Where is the advertisement set?</p> <p>Include information such as city, country, province, etc.</p>	
<p><b>WHY?</b></p> <p>Why is this advertisement (and its subject matter) significant?</p>	



# Advertisement Analysis

## ADVERTISEMENT n°1 AND n°2

Use this worksheet to support the "Analyzing Advertisements" activity, located on page 7 of Historica Canada's Sir Wilfrid Laurier Education Guide

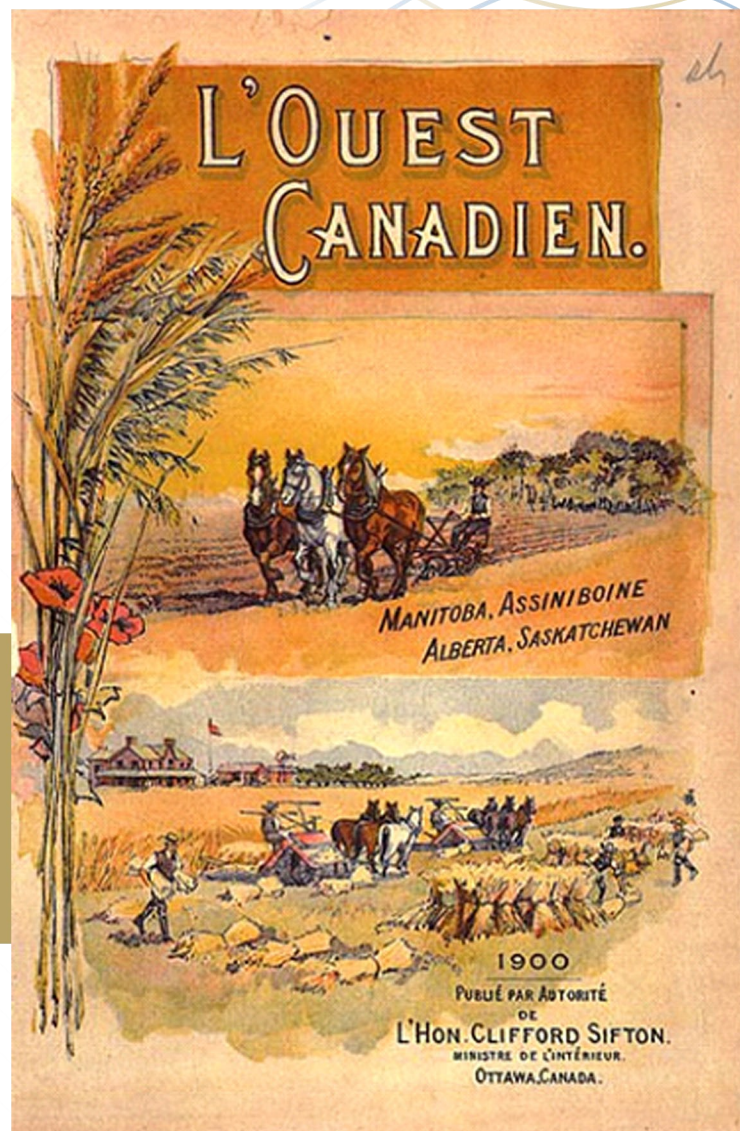


### CAPTION:

Swedish: 160 Acres fritt land till hvarje Nybyggare  
English: 160 Acres free land for every Settler

### CREDIT:

Library and Archives Canada/Library and Archives  
Canada published holdings project/Amicus 30918150



### CAPTION:

L'Ouest Canadien. Manitoba, Assiniboine, Alberta, Saskatchewan.  
1900. Publié par Autorité de L'Hon. Clifford Sifton. Ministre de  
L'Intérieur, Ottawa, Canada.

English: The Canadian West. Manitoba, Assiniboine, Alberta,  
Saskatchewan. 1900. Published on the authority of the Honourable  
Clifford Sifton, Minister of the Interior, Ottawa, Canada.

### CREDIT:

Library and Archives Canada/L'Ouest  
canadien/AMICUS 2696647/front cover



# Advertisement Analysis

## ADVERTISEMENT n°3 AND n°4

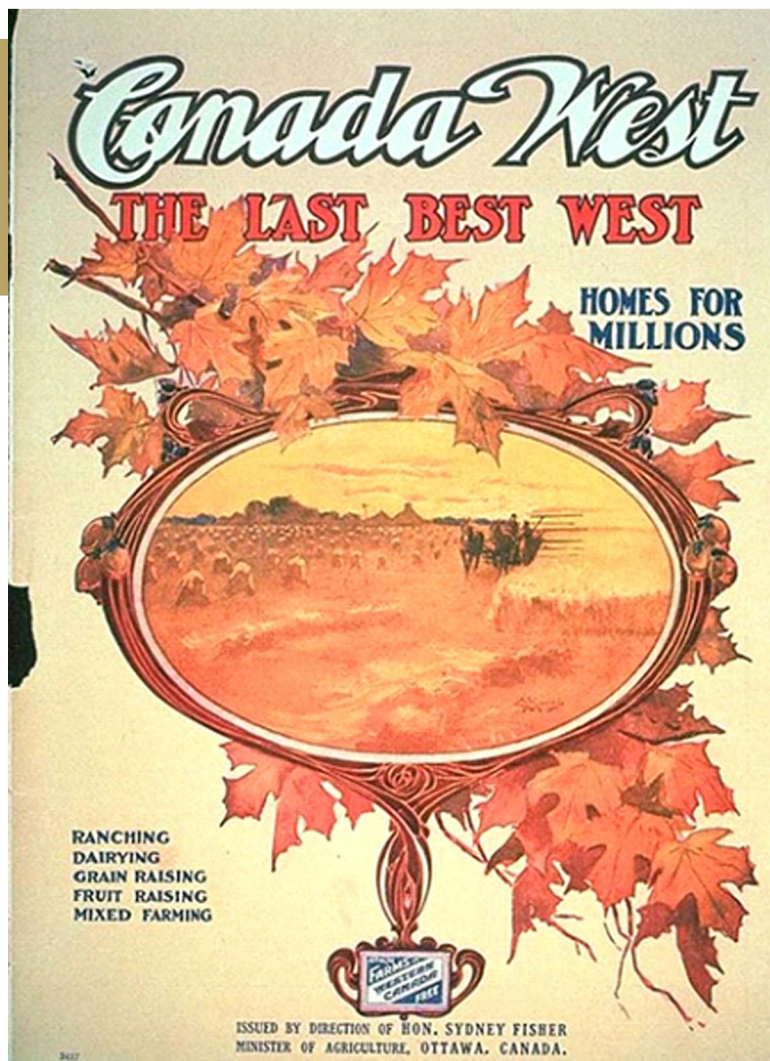
Use this worksheet to support the "Analyzing Advertisements" activity, located on page 7 of Historica Canada's Sir Wilfrid Laurier Education Guide

### CAPTION:

Canada West. The Last Best West. Homes for Millions. Ranching, Dairying, Grain Raising, Fruit Raising, Mixed Farming. Issued by Direction of Hon. Sydney Fisher, Minister of Agriculture, Ottawa, Canada.

### CREDIT:

Library and Archives Canada/C-030620



### CAPTION:

Western Canada: The New Eldorado. Wheat Land, Rich Virgin Soil, Land for Mixed Farming, Land for Cattle Raising, Homes for Everybody, Easy to Reach, Nothing to Fear, Protected by the Government. "Westward the Star of Empire Takes Its Way." This is Your Opportunity. Why Not Embrace It?

### CREDIT:

Library and Archives Canada/C-030620



# Mapping Canada Guide

## SIGNIFICANT CHANGES TO CANADA'S BOUNDARIES, 1867 - PRESENT

Use this worksheet to support the "Mapping Canada" activity, located on page 7 of *Historica Canada's* Sir Wilfrid Laurier Education Guide

PROVINCE/TERRITORY	DATE	SIGNIFICANCE
Nova Scotia, New Brunswick, Ontario, Québec	1867	The three colonies of British North America (Nova Scotia, New Brunswick, and the Province of Canada) were united in Confederation, and the Province of Canada was divided into Ontario and Québec
North-West Territories	1870	Rupert's Land and the North-Western Territory were officially transferred to Canada from the Hudson's Bay Company, and renamed the North-West Territories
Manitoba	1870	Manitoba was created from the North-West Territories
British Columbia	1871	British Columbia joined Confederation
Prince Edward Island	1873	Prince Edward Island joined Confederation
District of Keewatin	1876	Created from part of the North-West Territories
Athabaska, Alberta, Saskatchewan, Assiniboia	1882	Provisional districts created from the North-West Territories for administrative purposes
Yukon, Mackenzie, Franklin, Ungava	1895	Provisional districts created from the North-West Territories for administrative purposes
Yukon Territory	1898	The Yukon 'District' officially became a Territory in order to govern the region during the Klondike Gold Rush
Alberta and Saskatchewan	1905	Alberta and Saskatchewan become provinces, leaving the North-West Territories, and their boundaries are expanded north (from where they were as districts) to reach up to the 60th parallel
Manitoba, Ontario, Québec	1912	The provincial boundaries were expanded to form their present-day limits
Northwest Territories	1912	Except for Mackenzie, Keewatin, and Franklin, the Northwest Territories districts disappear
Newfoundland	1949	Newfoundland joined Confederation
Nunavut	1999	The Northwest Territories was divided with the creation of the territory Nunavut



# Mapping Canada Guide

## SIGNIFICANT CHANGES TO CANADA'S BOUNDARIES, 1867 - PRESENT

Use this worksheet to support the "Mapping Canada" activity, located on page 7 of *Historica Canada's Sir Wilfrid Laurier Education Guide*.  
Read more about Canada's historical borders and view larger versions of the maps [HERE](#).



### CAPTION:

Northwestern Canada,  
ca. 1889-1895

### CREDIT:

Ken Pilon/Dreamstime/4252208

### CAPTION:

Canada Territorial  
Divisions, 1906

### CREDIT:

James White, Library and  
Archives Canada/R11981-622-7-E





# Decoding Political Cartoons Chart

## 5Ws OVERVIEW

Use this worksheet to support the “Political Cartoon Analysis” activity, located on page 9 of *Historica Canada’s Sir Wilfrid Laurier Education Guide*

<p><b>WHAT?</b></p> <p>What key words, titles or labels appear in the cartoon?</p> <p>What event or theme is the cartoon about?</p> <p>What is the main idea of the cartoon?</p> <p>What further questions does this cartoon raise for you?</p>	
<p><b>WHO?</b></p> <p>Who are the main people depicted in the cartoon (if any)?</p>	
<p><b>WHEN?</b></p> <p>When do you think the cartoon was created?</p>	
<p><b>WHERE?</b></p> <p>Where do the events depicted in the cartoon take place?</p> <p>Where was it published?</p>	
<p><b>WHY?</b></p> <p>Why do you think this cartoon was made?</p>	



# Decoding Political Cartoons Chart

## IN-DEPTH ANALYSIS

Use this worksheet to support the “Political Cartoon Analysis” activity, located on page 9 of Historica Canada’s Sir Wilfrid Laurier Education Guide

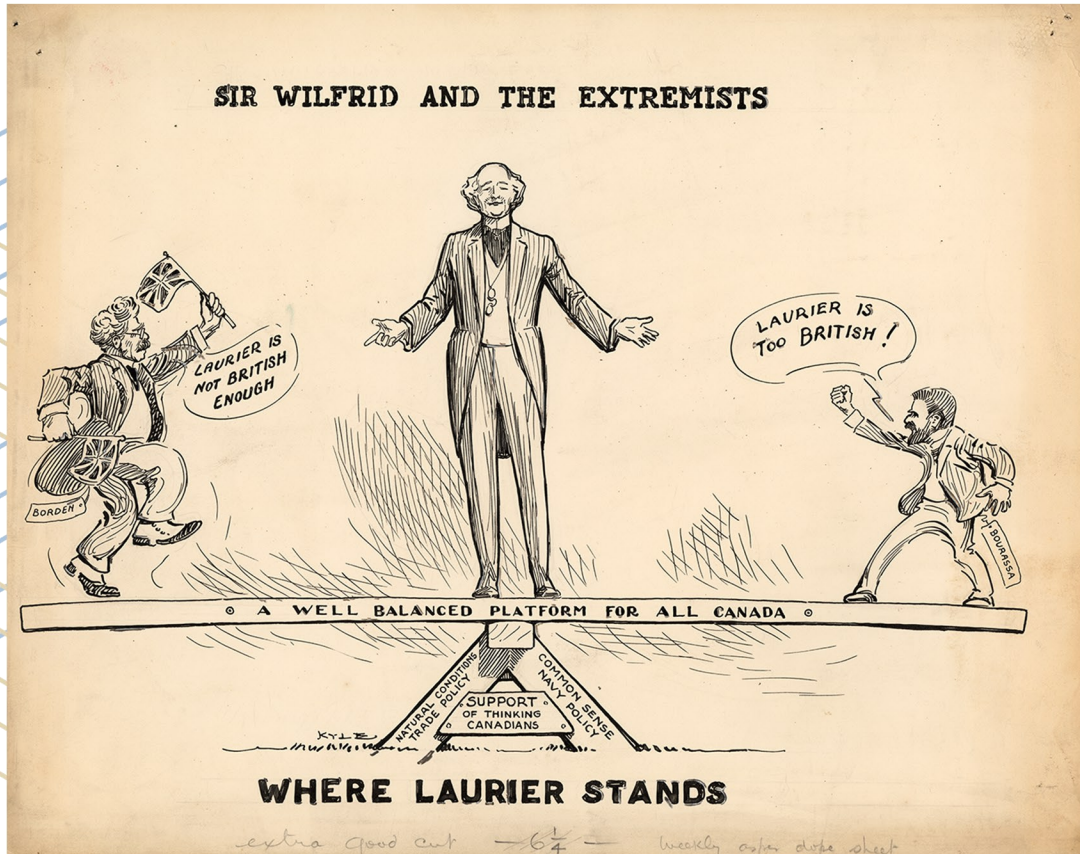
<p><b>CARICATURES AND STEREOTYPES</b></p> <p>A caricature exaggerates certain characteristics of an individual, usually for comic purposes, while a stereotype oversimplifies an individual or group, often in an insulting way.</p> <p>Has the cartoonist exaggerated any physical features of the people in the cartoon?</p> <p>Does the cartoon use stereotypes?</p> <p>If so, what do these visual messages communicate?</p>	
<p><b>SYMBOLS</b></p> <p>Symbols in political cartoons are any visual details that hold meaning. This can include characters, labels or other details in the image. Write a list of the details and symbols in the cartoon, and explain their significance. This can include any words or dates.</p>	
<p><b>METAPHOR</b></p> <p>In political cartoons, metaphors are often used to symbolize or represent something else. Identify any metaphors used in this cartoon. Do you think they are effective? Why or why not?</p>	
<p><b>ARGUMENT</b></p> <p>Political cartoons are not objective, but rather present a particular argument through visual cues and labels. Consider the symbols, labels, characters and context, and write an explanation of what you think the cartoonist meant to convey.</p>	
<p><b>PERSPECTIVE</b></p> <p>Political cartoons always represent a particular historical perspective. Read about the context of the political cartoons, and based on the other elements you have just considered, write a short statement about the perspective of this cartoon. Is the perspective easily identified, or is it unclear?</p>	

**TEACHER TIP:** Model this activity as a class to ensure your students understand the criteria for analysis.

# Decoding Political Cartoons

## POLITICAL CARTOON n°1

Students should select one of the following seven political cartoons to support the “Political Cartoon Analysis” activity, located on page 9 of Historica Canada’s Sir Wilfrid Laurier Education Guide



### CAPTION:

SIR WILFRID AND THE EXTREMISTS - WHERE LAURIER STANDS.

### SOURCE:

Fergus Kyle, 1911, original source unknown

### CONTEXT:

Laurier sought to build a Canada that promoted compromise between French-Canadian and English-Canadian interests. Robert Borden, the Conservative leader running against Laurier in the 1911 election, was an imperialist who emphasized the British nature of the country and criticized Laurier for not offering enough support to Britain’s Navy. Henri Bourassa disagreed with the idea of aiding the British Empire, and in 1910 he opposed the government’s naval bill because it allowed the Cabinet to turn over its proposed Canadian Navy to the British Admiralty without the permission of Parliament. During the federal election of 1911, Bourassa organized an anti-Liberal campaign effective enough to lead to a considerable depletion of Laurier’s electoral strength in Québec.

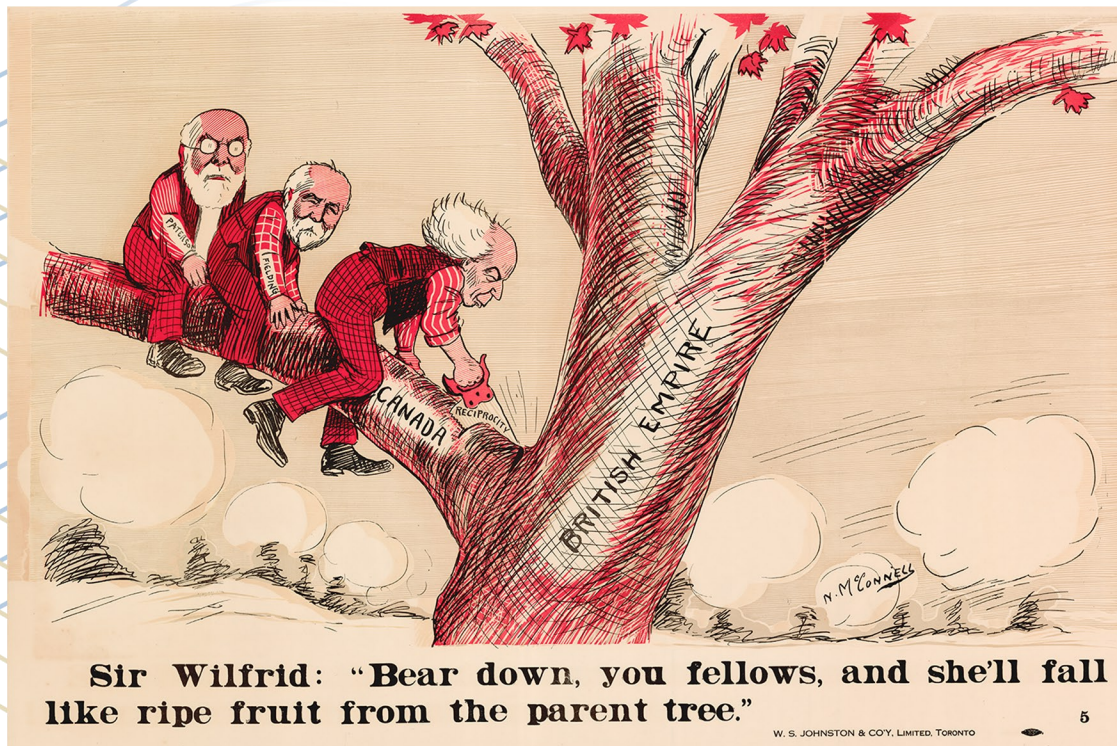
**CREDIT:** Library and Archives Canada/Acc. No. 1989-612-3



# Decoding Political Cartoons

## POLITICAL CARTOON n°2

Students should select one of the following seven political cartoons to support the “Political Cartoon Analysis” activity, located on page 9 of Historica Canada’s Sir Wilfrid Laurier Education Guide



### CAPTION:

Sir Wilfrid: Bear down, you fellows, and she'll fall like ripe fruit from the parent tree.

### SOURCE:

Newton McConnell,  
W. S. Johnston & Co.,  
Ltd., Toronto, c. 1911

### CONTEXT:

The election of 1911 was largely focused on the question of reciprocity – a more open trade agreement with the United States – which was supported by Laurier and opposed by Borden. The Ministers of Customs and Finance, William Fielding and William Paterson, supported Laurier in this endeavour and were responsible for negotiating the Reciprocity Agreement. Many Canadians celebrated the potential of such an agreement with the US; others perceived it as a step on the path to severing ties with the British Empire. Laurier famously lost the 1911 election, though he remained leader of the Liberal Party. Fielding and Paterson lost their seats in the 1911 election.

**CREDIT:** Library and Archives Canada/W. S. Johnston & Co., Ltd./R1300-5



# Decoding Political Cartoons

## POLITICAL CARTOON n°3

Students should select one of the following seven political cartoons to support the “Political Cartoon Analysis” activity, located on page 9 of Historica Canada’s Sir Wilfrid Laurier Education Guide



### CAPTION:

He has walked around it several times, but he hasn't really grappled with it yet.

### SOURCE:

*The Toronto World,*  
12 September 1894

### CONTEXT:

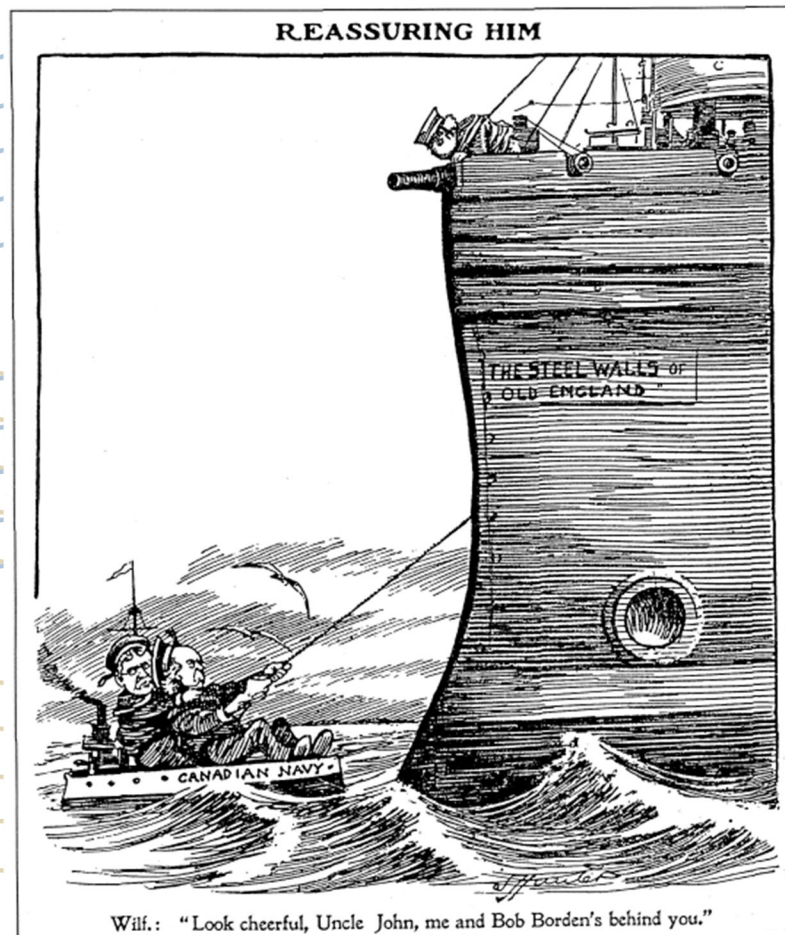
The Manitoba Schools Question centred on the debate over minority rights and religious instruction in schools. When Manitoba was founded in 1870 it included relatively equal numbers of French- and English-speaking Canadians, and a dual school system was established to represent Catholics (largely Francophone) and Protestants (largely Anglophone). At this time, language and religion were interconnected and were a strong representation of identity. As new settlers arrived in Manitoba, Francophones became more of a minority. In 1890, French was abolished as an official language and education laws were changed to eliminate Catholic schools. This caused a crisis for French Catholics in Manitoba. If they wanted religious education, they would have to fund their own schools, in addition to paying taxes for public schools. This led to a six-year struggle in Manitoba and Ottawa, and resulted in Laurier's famous 'Sunny Ways' speech of 1895, in which he declared his hope for finding a compromise that made all parties happy, and the Laurier-Greenway Compromise of 1896, which went some way towards resolving the crisis.

**CREDIT:** Begbie Contest Society

# Decoding Political Cartoons

## POLITICAL CARTOON n°4

Students should select one of the following seven political cartoons to support the “Political Cartoon Analysis” activity, located on page 9 of *Historica Canada’s Sir Wilfrid Laurier Education Guide*



### CAPTION:

Wilf.: "Look cheerful, Uncle John, me and Bob Borden's behind you."

### SOURCE:

*The Toronto World*,  
17 November 1909

### CONTEXT:

By 1909, nationalistic fervour in Europe was causing mounting tensions on the continent, and Germany's rapid naval expansion caused Britain to embark on its own naval expansion to stay ahead. Canada's link to the British Empire meant that foreign policy was determined by the imperial government, which in turn meant that Canada's navy would be at Britain's call should the need arise. However, the 'Canadian Navy' did not yet exist, and Canada's contribution to the naval arena would be paltry. During Laurier's time as prime minister, Canada's relationship with the British Empire had been slowly evolving toward a more independent politic, which caused conflicting views over how much aid Canada should give the British Navy. The Conservative Party was clamouring for Canada to contribute 'emergency' funds to help Britain maintain the Royal Navy's superiority. Laurier's 1910 *Naval Service Act* (which created a two-ship Canadian Navy) pleased no one. Conservatives (including future PM Robert Borden) felt the contribution was too minor, and French Canadian nationalists bitterly opposed deeper involvement in imperial affairs. 'Uncle John' (or 'John Bull') is a national personification of Britain.

**CREDIT:** Begbie Contest Society



# Decoding Political Cartoons

## POLITICAL CARTOON n°5

Students should select one of the following seven political cartoons to support the “Political Cartoon Analysis” activity, located on page 9 of Historica Canada’s Sir Wilfrid Laurier Education Guide



### CAPTION:

« Sir Robert Borden : 'Venez donc avec moi, je m'en vais sauver l'Empire.'

Les Spectateurs : 'Nous irons... mais nous voulons voir si tu vas d'abord te tirer de là!'

"Sir Robert Borden: 'Come with me, I'm going to save the Empire.'

Spectators: 'We're coming... but first we would like to see if you get out of this one.'

### SOURCE:

*Le Nationaliste*,  
26 Aout 1917

### CONTEXT:

Prime Minister Robert Borden proposed Conscription in May 1917, provoking a national crisis. Many politicians, including Laurier, supported the war and intended to continue supporting the war effort, but did not believe in forced enlistment as a means of 'saving the Empire.' Despite this ardent opposition, on 29 August 1917, the *Military Service Act* (which implemented mandatory enlistment for men aged 20 to 45) became law.

**CREDIT:** Bibliothèque et Archives Nationales de Québec



# Decoding Political Cartoons

## POLITICAL CARTOON n°6

Students should select one of the following seven political cartoons to support the "Political Cartoon Analysis" activity, located on page 9 of Historica Canada's Sir Wilfrid Laurier Education Guide

### DIFFICILE À AVALER



SIR WILFRID — Mon cher Borden, tu peux toujours grimper; mais j'ai l'idée que Baptiste n'avalera pas cette pomme-là, même si je la lui offrais moi-même. Alors, de toi....

#### CAPTION:

« Sir Wilfrid — Mon cher Borden, tu peux toujours grimper : mai j'ai l'idée que Baptiste n'avalera pas cette pomme-là, même si je la lui offrais moi-même. Alors, de toi... »

"Sir Wilfrid: My dear Borden, you can keep climbing: but I don't think Baptiste will swallow this apple, not even if I offer it myself. And, coming from you..."

#### SOURCE:

*Le Nationaliste*,  
24 June 1917

### CONTEXT:

Prime Minister Borden proposed conscription in May 1917, as voluntary enlistment declined and death tolls in France mounted, provoking opposition from French Canadians who felt that they did not owe the British Empire their support (nor their lives). Laurier knew that Québec would never accept conscription, and even his support would not make it acceptable to the majority. Coming as it did from a pro-Empire Anglophone prime minister, forced participation in the war was met with strong opposition from Francophones. 'Baptiste' was a name used to personify Québec in *Le Nationaliste's* political cartoons.

**CREDIT:** Bibliothèque et Archives Nationales de Québec



# Decoding Political Cartoons

## POLITICAL CARTOON n°7

Students should select one of the following seven political cartoons to support the "Political Cartoon Analysis" activity, located on page 9 of *Historica Canada's Sir Wilfrid Laurier Education Guide*



### CAPTION:

« Sir Wilfy : 'J'aurais peut-être pu mener un de ces chevaux-là mais les deux à la fois, ça serait mieux d'y renoncer!' »

"Sir Wilfy: 'I could have handled one of these horses, but the two at once, it might be better to give up!'"

### SOURCE:

*Le Nationaliste*,  
30 April 1911

### CONTEXT:

Laurier's popularity had fallen drastically by 1911. As the September 1911 election approached, Laurier's attempted compromise on the *Naval Service Act* and his interest in reciprocity became central issues on the campaign. Both issues had made him unpopular for different reasons in different parts of the country: the naval service issue inflamed cultural tensions as English and French Canadians disagreed on how Canada should react to demands from the British Empire. Reciprocity also caused problems, with people fearing a loss of independence and eventually annexation by the US if freer trade was permitted.

**CREDIT:** Bibliothèque et Archives Nationales de Québec



# Writing an Effective Letter to the Editor

Use this worksheet to support the “Writing a letter to the Editor” activity, located on page 12 of *Historica Canada’s* Sir Wilfrid Laurier Education Guide

Writing a letter to the editor of your local or regional newspaper is an effective and easy way to reach a large audience with your message. The more letters editors receive on a given topic, the more likely they are to dedicate time in their newspaper to that issue — both on the editorial page and in news articles, which can influence public opinion and perhaps even government policy. If an editor receives many letters on a similar subject, it will help convey the issue’s importance to the community.

## HERE ARE SOME TIPS TO HELP YOU WRITE AN EFFECTIVE LETTER:

1. **Respond to an event.** The best letters are those that are timely and respond to a recent event. If you are writing a letter from a historical perspective, make sure to write it as if you were contemporary to that time.
2. **Determine your reason for writing the letter.** Decide what you hope to accomplish by writing the letter, and tailor it to best achieve that goal.
3. **Be timely.** Respond to an event within two or three days.
4. **Pick the appropriate paper to write to.** If you are writing about a local issue, choose a local paper. For a larger issue, choose a national paper.
5. **State your position clearly at the beginning of the letter,** and make sure to connect your argument to the issue you are writing about. Focus on one major point, as the letter is relatively short. A focused letter is more convincing than a scattered one.
6. **Provide evidence to back up your argument.** Once you've stated your position on an issue, you need to back it up with some facts. Make sure to back up your claims and advocate for your position.
7. **Make a call to action.** Try to focus on the positive. Wrap your letter up by explaining what you think should happen. Indicate how readers will be affected by the issue you address, and ask readers to take action.
8. **Have a simple closing.** Have one sentence that summarizes your point of view on the issue so your readers have a clear reminder of your main message.
9. **Keep your letter short, focused and interesting.** If possible, include interesting facts, relevant personal experience and any local connections to the issue.
10. **Write the letter in your own words.** Editors want letters in their papers to be original and personal. Make sure you write the letter in your own voice.

### THINGS TO AVOID:

- Don’t overstate or exaggerate your points. One overstatement makes the rest of your letter seem untrustworthy.
- Don’t insult your opponents.
- Avoid acronyms (spell out any name the first time you use it, followed by the acronym in parentheses).
- Never use all capital letters or bold text to emphasize a word. The words must speak for themselves. Use italics to indicate the title of a book, article, etc.

### SOME EDITING TIPS:

- Edit your letter to cut down on wordiness.
- Be respectful and professional in tone.
- Proofread! Have a classmate review your work to catch any errors you might miss.