



Exploring the Writing Process with Primary Source Materials

Lesson Topic: Drafting

Lesson Plan Created By:

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Grade Levels:

6th - 8th, High School

Primary Source:

Chapter from Frederick Douglass's draft manuscript of his autobiography, Life and Times of Frederick Douglass. 1880. Manuscript/Mixed Material.

<https://www.loc.gov/item/mcc.011/>.

Compelling Question:

How do writers produce a draft with a purpose and audience in mind?

Supporting Questions:

What evidence of the drafting process do you see in this excerpt?

How can I apply my learning to my own writing process?

Objective:

In this 50 minute lesson, students will examine a chapter from Frederick Douglass's autobiography draft to explore the author's drafting process.

Standards - Common Core:

Lesson Standards 6th - 8th

CCSS.ELA-LITERACY.WHST.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.6-8.5 : With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-LITERACY.WHST.6-8.6: Use technology, including the Internet, to produce

and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Lesson Standards 9th - 10th

CCSS.ELA-LITERACY.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 [above](#).)

CCSS.ELA-LITERACY.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)

CCSS.ELA-LITERACY.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Lesson Standards 11th - 12th

CCSS.ELA-LITERACY.W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 [above](#).)

CCSS.ELA-LITERACY.W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Lesson Activity Instructions

Whole Group Class Discussion Questions: (5 - 10 minutes)

Spend a few minutes discussing the following as a class: (answers may vary based on prior learning)

Why do authors need a clear purpose for writing before beginning a draft?

How do writing strategies change depending on purpose?

Why do authors need an audience in mind before beginning a draft?

How do writing strategies change depending on the audience?

Explore: (20 - 40 minutes)

In this activity, students will take a first look at the primary source. Provide the following

link for students: <https://www.loc.gov/item/mcc.011/>. Explain to students that this source is a draft excerpt from Douglass's monumental autobiography, *The Life and Times of Frederick Douglass*. Ask students to keep in mind that this handwritten page contains corrections, revisions, and edits as they work through this lesson. Review the directions on the handout and allow time for students to explore the excerpt.

Closing Summary: (5 minutes)

As a whole class, summarize the ideas that writers produce a draft with a purpose and audience in mind and go through a drafting process. Discuss ways that students can apply the learning from this lesson to their own writing process.

See accompanying activity handouts for students.

Credits

The creation of this lesson plan was funded by a grant from the Library of Congress *Teaching with Primary Sources* program.