



## Exploring the Writing Process with Primary Source Materials

Lesson Topic: Publishing

### Lesson Plan Created By:

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### Grade Levels:

6th - 8th, High School

### Primary Source:

*Walt Whitman Papers in the Charles E. Feinberg Collection: Literary File, -1919; Books, 1855 to 1919; Leaves of Grass; 1891 to 1892 edition; Proofs; Proof sheets with corrections and notations.* - 1919, 1841. Manuscript/Mixed Material.

<https://www.loc.gov/item/mss1863000515/>.

### Compelling Question:

How and why do authors publish their writing to share with readers?

### Supporting Question:

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

### Objective:

In this 50 minute lesson, students will explore Walt Whitman's publishing proofs to better understand the relationship between an author, a published work, and the reader.

### 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)**

As a group, start by asking students to brainstorm some of the steps in the publishing process. Answers may include ideas from both a student and professional perspective. Summarize student responses. Ask students how they have published their written work as a student. Summarize student responses.

##### **Viewing the Work: (35 - 40 minutes)**

Provide the following link for students: <https://www.loc.gov/item/mss1863000515/>. Start by explaining to students that the work they are about to explore is known as the “death bed” and final edition of *Leaves of Grass*. Walt Whitman had been writing and revising this work for an estimated thirty five to forty years. Students will explore the file of this

work to discover steps in the publishing process. Provide students with the lesson worksheet and time to explore.

**Closing Discussion and Summary: (5 - 10 minutes)**

As a whole class ask students what they have discovered about how and why authors publish their writing to share with readers. Ask if there were any surprises when examining this work. Ask how this lesson may influence how students publish their work.

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.