



Exploring the Writing Process with Primary Source Materials

Lesson Topic: Drafting

Lesson Plan Created By:

Gina Caneva

Grade Levels:

6th - 8th, High School

Primary Source:

Sagan, Carl. *Science Fiction Story Notes*. s, 1950. Manuscript/Mixed Material.

<https://www.loc.gov/item/cosmos000009/>.

Standards - Common Core:

Lesson Standards 6th - 8th

Literacy/Writing

Production and Distribution of Writing:

CCSS.ELA-Literacy.W.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6-8 here.)

Range of Writing:

CCSS.ELA-Literacy.W.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-Literacy.SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Lesson Standards 9th - 10th

Literacy/Writing

Production and Distribution of Writing:

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.)

Range of Writing:

CCSS.ELA-Literacy.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Literacy/Reading

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-Literacy.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Lesson Standards 11th - 12th

Literacy/Writing

Production and Distribution of Writing:

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.

Range of Writing:

CCSS.ELA-LITERACY.W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Literacy/Reading

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.11-12.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Duration: 2 class periods (45 each minutes)

Materials Required: Computer, student materials/handouts (provided in this document)

Note: This lesson is designed to complement an existing writing assignment or task in your classroom. Using this lesson, students will be able to learn more about the importance and usefulness of multiple drafts during the writing process. Prior to this lesson, students should have completed a first draft of a writing assignment. Students will then review this first draft, with any accompanying comments by their teacher/instructor, as part of this lesson.

	Outcome: Students will be able to see the value of drafting through critically analyzing the drafting process via primary sources from a renowned American author. Students will then also begin their second drafts.			
	Assessments to reach that aim: observation, discussion, drafts as formative assessments, final drafts as summative assessments.			
	Delivery of lesson			
	Activity	Purpose and Description	Time	Scaffold
	1. Aim/Agenda/ Quickwrite/Think-Pair- Share	At the beginning of the lesson, the teacher will review the aim and agenda for the lesson. Students will then have time to complete a quickwrite in the Think portion below. Think 1. Do you believe that there is life on other planets? Why/why not? 2. How do you think you could improve upon the first draft of your stories? Pair After 3-4 minutes of writing time, then they will share their quickwrites with their partners. Share After 2 minutes of paired discussion, students will share out their answers to the class.	10 min.	They do/we do
	2. Background information about <i>Contact</i> and Carl Sagan	Connect the first question of their quickwrite to the book and film <i>Contact</i> , something like: "Some of you believe in life on other planets, and some of you don't. Most of the	20 min.	They do

		<p>world of science fiction does believe. One of the greatest science fiction writers of the 20th century wrote a masterpiece called <i>Contact</i> that was later turned into a popular film. I'm going to play the movie trailer for you because we are going to actually look at his drafting process today to help you with your drafting processes, which connects to the second question you just answered. Good writers learn from great writers, and that's what we're doing today."</p> <p>Contact Movie Trailer</p> <p>Teacher will then introduce Carl Sagan and tell students to choose one tab on the Carl Sagan page of the Library of Congress website.</p> <p>They will then write the following:</p> <ol style="list-style-type: none"> 1. Write down 1 fact you find interesting and why it is interesting. 2. 1 question you have after reading your page 3. 1 connection to your own life/experiences/thoughts. 		
	<p>3. Viewing of Carl Sagan Documents (This will carry over to Day 2)</p>	<p>View the Science Fiction Story Notes that Sagan wrote when he was in college. I like viewing them in PDF mode. It's okay if students can't read every word of cursive. They just need to pay attention to Sagan's thought process. They should answer the following questions.</p> <ol style="list-style-type: none"> 1. What are you noticing about Sagan's drafting process (i.e. is he keeping everything, are the margins clean, does he cross things out)? 2. Although many of you draft on a computer, what is your drafting process like 	<p>15-20 min.</p>	<p>They do</p>

		normally? How do you think it can be improved?		
	4. Students' Drafts and Time to Draft	<p>Teacher will hand back students' first drafts. Students will have time to read and review comments. Then, they will write a reflection answering the following questions:</p> <ol style="list-style-type: none"> 1. How will you improve upon your first draft? What specifically will you change? 2. What is the purpose of drafting, and how does what you learned from Carl Sagan's drafting process exemplify the importance of drafting? <p>Students will then use the rest of the time to revise their 1st drafts and continue to write.</p>	40 min.	We do/They do
	Reflections:			

Credits

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Name: _____ Date: _____

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Part One—Building Context

Directions: We will begin this lesson with a Think-Pair-Share. Please answer the following questions in a minimum of 2 complete sentences.

1. Do you believe that there is life on other planets? Why/why not?
2. How do you think you could improve upon the first draft of your stories? Explain.

Part Two—Carl Sagan Background

Directions: Now you will choose one tab from the Carl Sagan page on the Library of Congress website. Then complete the following prompts below.

1. Write down 1 fact you find interesting and why it is interesting.
2. Write down 1 question you have after reading your page.
3. Write down 1 connection to your own life/experiences/thoughts.

Part Three–Carl Sagan Drafts

Directions: View Images 1-31 of Carl Sagan’s “Science Fiction Story Notes” from the Library of Congress’s website that he wrote when he was in college. Viewing in PDF is recommended. It is okay if you cannot read every word of cursive. Paying attention to Sagan’s thought process is the most important part! Then answer the following questions in a minimum of 2 sentences each.

1. What are you noticing about Sagan’s drafting process (i.e. is he keeping everything, are the margins clean, does he cross things out)?

2. Although many of you draft on a computer, what is your drafting process like normally? How do you think it can be improved?

Part Four–Draft Reflections

Directions: Read and review comments on your rough drafts. Then, write a reflection answering the following questions.

1. How will you improve upon your first draft? What specifically will you change?

2. What is the purpose of drafting, and how does what you learned from Carl Sagan’s drafting process exemplify the importance of drafting?