



Exploring the Writing Process with Primary Source Materials

Lesson Topic: Revision

Lesson Plan Created By:

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Grade Levels:

6th - 8th, High School

Primary Source:

Sagan, Carl. *Pale Blue Dot: A Vision of the Human Future in Space: Second Draft*. 1993. Manuscript/Mixed Material. <https://www.loc.gov/item/cosmos000044/>.

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 (45-60 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 revision through critically analyzing the drafting process via primary sources surrounding Carl Sagan's work. Students will then also begin to revise their 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	<p>At the beginning of the lesson, the teacher will review the aim and agenda for the lesson. Teacher will begin by setting the stage for exploring Sagan's <i>Pale Blue Dot</i> drafts. The teacher will tell students something like this: "Today, we're going to continue the writing process as you receive your 1st drafts back with feedback. Before we start revising them, we're going to look at the process that another writer took as he drafted his novel. To build context for this, we're going to look at a famous photograph and write about it. (Students will have picked up a color copy of the Pale Blue Dot photograph. You can find photograph downloads on the NASA site. If you don't have access to a color printer/copier, you can display the photograph via LCD projector.</p> <p>Think</p> <ol style="list-style-type: none"> 1. What do you think this is a picture of? Think of all of the possibilities and list them here. List at least 5 possibilities. 2. Today, you will receive first draft feedback. What areas do you think you need to improve upon? Explain. <p>Pair</p>	10 min.	They do/we do

		<p>After 3-4 minutes of writing time, then they will share their quickwrites with their partners.</p> <p>Share</p> <p>After 2 minutes of paired discussion, students will share their answers to the class.</p> <p>In the end, the teacher will reveal what the picture is of and how it relates to today's lesson.</p>		
	2. Background information about the Pale Blue Dot	<p>The teacher will then introduce the Pale Blue Dot photograph and Carl Sagan's role in it via the NASA website. Students will answer the following questions after reading the information on the website.</p> <ol style="list-style-type: none"> 1. Why did Carl Sagan want NASA to photograph Earth in this manner? Explain. 2. In Sagan's book, <i>Pale Blue Dot</i>, he wrote, "That's here. That's home. That's us. On it everyone you love, everyone you know, everyone you ever heard of, every human being who ever was, lived out their lives... on a mote of dust suspended in a sunbeam." What does this mean? How do you feel about this statement? 	15 min.	They do
	3. Viewing of Sagan's <i>Pale Blue Dot</i> Documents	<p>Students will view Carl Sagan's Pale Blue Dot documents from the LOC website. I like viewing them in PDF mode. It is a very long document—318 pages to be exact. Students do not have to read all of these pages. They can just view pages 1-20 and get a feel for Sagan's revision process. They can skim the text and read the ways in which he planned on revising his text. While viewing, keep these questions in mind and answer them after you have viewed them.</p> <ol style="list-style-type: none"> 1. What are you noticing about Carl Sagan's revision process? In other words, what changes does he decide to make, big and small? 2. How can you take what you've learned from the <i>Pale Blue Dot</i> documents as you take into account the revision process for your own work? 	20 min.	They do
	4. Revision Statement and Time to Revise	<p>Students will read and review feedback on first drafts. They will answer the following questions:</p> <ol style="list-style-type: none"> 1. How will you improve upon your first draft? What specifically will you change? 	Day 2	They do

		<p>2. What is the purpose of revision, and how does what you learned from Carl Sagan's drafting process exemplify the importance of revision?</p> <p>Finally, they will have time to revise their drafts. (Revision will carry over to day 2)</p>		
	Reflections:			

Credits

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Name: _____ Date: _____

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<https://www.loc.gov/item/cosmos000044/>.

Part One–Building Context

Directions: We will begin this lesson with a Think-Pair-Share. Look at the color photograph at your tables. Then, answer the following questions.

1. What do you think this is a picture of? Think of all of the possibilities and list them here. List at least 5 possibilities.
2. Today, you will receive first draft feedback. What areas do you think you need to improve upon? Explain in at least 2 sentences.

Part Two–Pale Blue Dot Background

Directions: Now, you will explore the Pale Blue Dot via the NASA website; the link is in schoology. Then complete the following prompts below.

1. Why did Carl Sagan want NASA to photograph Earth in this manner? Explain.
2. In Sagan’s book, *Pale Blue Dot*, he wrote, “That’s here. That’s home. That’s us. On it everyone you love, everyone you know, everyone you ever heard of, every human being who ever was, lived out their lives... on a mote of dust suspended in a sunbeam.” What does this mean? How do you feel about this statement?

Part Three–Viewing of *Pale Blue Dot* Drafts

Directions: View images from Carl Sagan’s *Pale Blue Dot* from the Library of Congress’s website. Answer the following questions in a minimum of 2 sentences each.

1. What are you noticing about Carl Sagan’s revision process? In other words, what changes does he decide to make, big and small?

2. How can you take what you’ve learned from the *Pale Blue Dot* documents as you take into account the revision process for your own work?

Part Four–Draft Reflections

Directions: Read and review comments on your rough drafts. Then, write a reflection answering the following questions in a minimum of 2 sentences each.

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

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