



## 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:

*Hidden History, Underground Railroad, Radio Research Project manuscript collection.* - 1942, 1941.  
Manuscript/Mixed Material. [https://www.loc.gov/item/afc1941005\\_ms061/](https://www.loc.gov/item/afc1941005_ms061/).

### 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 each)

**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.

<b>Outcome:</b> Students will be able to see the value of revision through critically analyzing the drafting process via primary sources surrounding the Underground Railroad. Students will then also begin to revise their drafts.			
<b>Assessments to reach that aim:</b> observation, discussion, drafts as formative assessments, final drafts as summative assessments.			
<b>Delivery of lesson</b>			
<b>Activity</b>	<b>Purpose and Description</b>	<b>Time</b>	<b>Scaffold</b>
1. Aim/Agenda/ Quickwrite/Think-Pair- Share	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 documents about the Underground Railroad. 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 other writers took to explain the hidden history of the Underground Railroad. We also have a hidden history in Illinois about the Underground Railroad that we'll also talk about. But first, let's begin with some of your own writing." <b>Think</b> 1. Think about ideas/causes that you are passionate about or interested in. Are there any that you would risk your life for or get in trouble for? If yes, write down the cause and why you would fight for it. If not, write about	10 min.	They do/we do

		<p>someone you care about and why you care about them.</p> <p>2. Today, you will receive first draft feedback. What areas do you think you need to improve upon? Explain.</p> <p><b>Pair</b> After 3-4 minutes of writing time, then they will share their quickwrites with their partners.</p> <p><b>Share</b> After 2 minutes of paired discussion, students will share their answers to the class. The teacher will write down the class statements on the whiteboard.</p>		
	2. Background information about Underground Railroad	<p>The teacher will then introduce the Underground Railroad via an NBC Chicago news story that discusses <a href="#">Illinois' role in the Underground Railroad</a>. (For teachers out of state, you could find another video about the Underground Railroad in your state or another historical video that gives some background information.</p> <p>Students will answer the following questions after watching the video.</p> <ol style="list-style-type: none"> <li>1. What was Illinois' role in the Underground Railroad?</li> <li>2. Why is the task force being formed in Illinois to preserve historic sites that were once parts of the Underground Railroad?</li> </ol>	10 min.	They do
	3. Viewing of Underground Railroad Documents	<p>Students will view the <a href="#">Hidden History Underground Railroad Radio Research Project Collection</a> from the LOC website. I like viewing them in PDF mode. The goal should be comparing pages 3-20 (2nd, final draft) with pages 21-38 (1st draft). While viewing, keep these questions in mind and answer them after you have viewed them.</p> <ol style="list-style-type: none"> <li>1. Compare and contrast pages 3-20 (final draft) to pages 21-38 (1st draft). What do you notice about the differences? What is similar? Explain.</li> <li>2. How can you take what you've learned from the Hidden History</li> </ol>	15-20 min.	They do

		documents as you take into account the revision process for your own work?		
	4. Revision Statement and Time to Revise	Students will read and review feedback on first drafts. They will then write a paragraph about what they will revise and why. Finally, they will have time to revise their drafts. (Revision will carry over to day 2)	5-10 min.	They do
	Reflections:			

### Credits

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

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## EXPLORING THE WRITING PROCESS WITH PRIMARY SOURCE MATERIALS



**Lesson Topic:** Revision

**Primary Source:** *Hidden History, Underground Railroad, Radio Research Project manuscript collection*. - 1942, 1941. Manuscript/Mixed Material.

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## Part One–Quickwrite and Think-Pair-Share

**Directions:** We will begin this lesson completing a quickwrite and then talking to each other in a Think-Pair-Share format. Use at least 2 sentences to answer each question.

1. Think about ideas/causes that you are passionate about or interested in. Are there any that you would risk your life for or get into trouble for? If yes, write down the cause and why you would fight for it. If not, write about someone you care about and why you care about them.

2. Today, you will receive first draft feedback. What areas do you think you need to improve upon? Explain.

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## Part Two–Underground Railroad Background Information

**Directions:** Now you will learn more about the underground railroad, specifically how it relates to Illinois. We will watch a recent news story about the underground railroad in Illinois, and then, you'll answer the following questions in a minimum of 2 sentences a piece.

1. What was Illinois' role in the Underground Railroad?

2. Why is the task force being formed in Illinois to preserve historic sites that were once parts of the Underground Railroad?

### **Part Three– Hidden History, Underground Railroad, Radio Research Project Viewing**

**Directions:** View Images 3-38 of the manuscript from the Library of Congress's website. While viewing, keep these questions in mind and answer them after you have viewed them in a minimum of 2 sentences.

1. Compare and contrast pages 3-20 (final draft) to pages 21-38 (1st draft). What do you notice about the differences? What is similar? Explain.

2. How can you take what you've learned from the Hidden History documents as you take into account the revision process for your own work?

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### **Part Four–Revision Statement**

**Directions:** Read through the feedback on your rough drafts. Then write a full paragraph (5-7 sentences) to answer the following question.

1. How will you revise your work to improve upon it?

When you have finished, you now need to work on revising your draft with your reflection in mind.