



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:

Drafts of Langston Hughes's poem "Ballad of Booker T.," 30 May-1 June. 30-31 May first and second drafts; 1 June 1, 1941. Manuscript/Mixed Material.

<https://www.loc.gov/item/mcc.024/>.

Compelling Question:

Why is revision important to the writing process?

Supporting Question:

How do writers revise their draft to improve their writing?

Objective:

In this 50 minute lesson, students will examine drafts of Langston Hughes's "Ballad of Booker T." to further understand the revision stage of the writing process.

Standards - Common Core:

Lesson Standards 6th - 8th

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, focusing on how well purpose and audience have been addressed.

Lesson Standards 9th - 10th

CCSS.ELA-LITERACY.WHST.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.

Lesson Standards 11th - 12th

CCSS.ELA-LITERACY.WHST.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.

Lesson Activity Instructions

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

Why is the revision step necessary in the writing process?

Lesson Activity One: Introduction (5 to 10 minutes)

Explain to students that they will be looking at revisions on two drafts of Langston Hughes's "Ballad of Booker T." in order to explore why the poet made the revisions that he made. There are no right or wrong answers. Students should be encouraged to view the poem and work towards understanding the revisions that were made.

Have students access the primary resource. Direct the students to look on the first draft (image #1) for the first revision on lines three and four. Ask: What reason might the poet have had to make this revision? In what way does this revision improve the poem?

Lesson Activity Two: (25 - 30 minutes)

In this activity, students will choose a type of sensory detail and write in Longfellow's style to continue the poem. Students will focus on adding sensory details in each stanza. Students may use the worksheet or a writer's notebook. Share work as time allows.

Closing Summary (5 minutes)

Summarize by reviewing the idea that writer's use sensory details to help a reader visualize.

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.