



Exploring the Writing Process with Primary Source Materials

Lesson Topic: Collaboration/Correspondence

Lesson Plan Created By:

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Grade Levels:

6th - 8th, High School

Primary Source:

Catt, Carrie Chapman. *Carrie Chapman Catt Papers: General Correspondence, Circa 1890 to 1947; Gilman, Charlotte P. - 1947, 1890*. Manuscript/Mixed Material.

<https://www.loc.gov/item/mss154040133/>.

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.

Reading

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.6-8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one,

in groups, and teacher-led) with diverse partners on grade 8 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.

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.

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.

Reading

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, 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

literature, including stories, dramas, and poems, 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: 1 class period (45 minutes)

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

1 Day Lesson	Outcome: Students will be able to comprehend correspondence from two writers and draft a letter to a writer they admire/learned from.			
	Assessments to reach that aim: observation, discussion, formative assessments on handout			
	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. Prior to this lesson, students will have read Charlotte Perkins Gilman’s short story “The Yellow Wallpaper” and have held a discussion or answered written questions analyzing the story through the critical lens of feminism.</p> <p>You may find an accessible copy of “The Yellow Wallpaper” here: https://www.nlm.nih.gov/exhibition/theliteratureofprescription/exhibitionAssets/digitalDocs/The-Yellow-Wall-Paper.pdf</p> <p>Students will answer the questions at their tables: Think 1. Review: What is a major theme from the short story “The Yellow Wallpaper”? Use evidence from the text to explain that theme. 2. Is there a book, story, movie, series that has moved you or meant something special to you in some way? What is the text/media, and how has it shaped you? Pair After 3-4 minutes of writing time, then they will share their quickwrites with their partners.</p>	10 min.	They do/we do	

	(Partners can be preselected by the teacher or just by who they are sitting by)		
	<p>Share After 2 minutes of paired discussion, students will share out their answers. Teachers can call on volunteers and/or cold call students.</p>		
2. Silent Reading and partner work when answering questions.	<p>Silent Reading/Document Exploration Students will silently read Carrie Chapman Catt's letter to Charlotte Perkins Gilman. Then, in pairs, they will answer two questions for comprehension.</p> <p>Then, they will read Gilman's letter to Catt, and answer 2 comprehension questions.</p> <p>Students will then share their answers with the whole group.</p>	20 min.	We do/They do
3. Time to draft	<p>Independent Time to Draft their Letters Students will use the remaining time to draft a letter to a writer they admire. Have students revisit their answers to Question #2 under Part One. Have them identify the writer or a writer who is associated with the creation of the text/media of their choice. If there are multiple writers associated with the project, they may choose to address your letter to either one writer in particular or all of them. In the letter, students should express to the writer how their work has inspired them. Students will explain what they enjoyed about the writing style and what they have learned that they can apply to their own writing.</p>	20 min.	We 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



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Part One

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

1. Review: What is a major theme from the short story “The Yellow Wallpaper”? Use evidence from the text to explain that theme.

2. Is there a book, story, movie, series that has moved you or meant something special to you in some way? What is the text/media, and how has it shaped you?

Part Two

Directions: Take some time to silently read and explore Carrie Chapman Catt’s letter to Charlotte Perkins Gilman. Then, with your partner, answer the following questions in complete sentences.

1. Why does Carrie Chapman Catt give Charlotte Perkins Gilman money? Explain using evidence from the text.

2. Why is Carrie Chapman donating her money to several women? Explain using evidence from the text.

Part Three

Directions: Now, read and explore Charlotte Perkins Gilman's letter back to Catt. Then, with your partner, answer the following questions.

1. Why hasn't Charlotte Perkins Gilman writing been in the public eye at the time of Catt's letter? Explain with evidence from the text.

2. Compare and contrast Perkins Gilman's life to the protagonist's from "The Yellow Wallpaper." Use evidence from both texts to support your answer.

Part Four

Directions: Use the space on the next page or loose leaf paper to begin brainstorming/drafting a letter that mimics Catt's to Gilman.

Revisit your answer to Question #2 under Part One. If you did not previously, please identify the writer or a writer who is associated with the creation of the text/media of your choice. If there are multiple writers associated with your favorite project, you may choose to address your letter to either one writer in particular or all of them. In the letter, express to the writer how their work has inspired you. Explain what you enjoyed about the writing style and what you have learned from them that you can apply to your own writing.

