



Exploring the Writing Process with Primary Source Materials

Lesson Topic: Drafting

Lesson Plan Created By:

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Grade Levels:

6th - 8th, High School

Primary Source:

Draft of Elizabeth Cady Stanton's The Woman's Bible. 1895. Manuscript/Mixed Material.

<https://www.loc.gov/item/mcc.049/>.

Standards - Common Core:

Lesson Standards 6th - 8th

Literacy: Writing

Production and Distribution of Writing:

CCSS.ELA-LITERACY.WHST.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.

Range of Writing:

CCSS.ELA-LITERACY.WHST.6-8.10: Write routinely over extended time frames (time for 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.RL.6-8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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 6-8 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

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts

from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.11-12.10: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

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 compare and contrast two texts from different eras, one inspiring another and also acknowledge the importance of drafting as a part of the writing process.			
	Assessments to reach that aim: observation, discussion, formative assessments on handout, summative assessment later on.			
	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. Students will answer the questions at their tables:</p> <p>Think</p> <ol style="list-style-type: none"> In our current society, are women and men equal? Explain your answer. Think about the last time you wrote an essay or completed a project that took you many drafts to complete. How many drafts did you write? Why is it important to write or complete multiple drafts before submitting a finished project? Explain. <p>Pair</p> <p>After 3-4 minutes of writing time, then they will share their quickwrites with their partners. (Partners can be preselected by the teacher or just by who they are sitting by)</p> <p>Share</p> <p>After 2 minutes of paired discussion, students will share out their answers. Teachers can call on volunteers and/or cold call students.</p>	10 min.	They do/we do	
2. Paired Reading of LOC information on Elizabeth Cady Stanton	<p>Paired Reading for Comprehension</p> <p>Students will partner read the Library of Congress's background information from the notes section on the website. Then, they will jot down 3 items that they learned and are of interest to them.</p> <p>After the reading and answering on paper, the teacher will ask students to share their answers.</p>	10 min.	We do	
3. Student Analysis of Text in comparison to original text (Paired)	<p>Student Analysis of LOC Document in Pairs</p> <p>Students will have time to view Images 3 and 5 of Stanton's draft. Because of the cursive handwriting, it will be important for teachers to</p>	20 min.	We do	

		<p>show the cursive but then also type out what Stanton has written in order for students to read her thoughts on the biblical story of the creation of womankind. Students can also compare that to the final version found here: https://www.gutenberg.org/cache/epub/9880/pg9880-images.html</p> <p>Students will then answer the following analysis questions:</p> <ul style="list-style-type: none"> • In the biblical text, how did women come to exist? Use textual evidence to support your answer. • How does Stanton react to this text? Use textual evidence to support your answer. 		
	4.Exit Ticket on the importance of drafting	<p>Exit Ticket: Think about Stanton’s writing process. In looking at the draft from the LOC documents and the final draft from Project Gutenberg, why is drafting an important part of the writing process? Use evidence to support your answer.</p>	5 min.	
	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: _____

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Lesson Topic: Drafting

Primary Source: *Draft of Elizabeth Cady Stanton's The Woman's Bible*. 1895.
Manuscript/Mixed Material. <https://www.loc.gov/item/mcc.049/>.

Part Three

Directions: View Images 3 and 5 of the draft of Elizabeth Cady Stanton's *The Women's Bible* on the Library of Congress website. Then answer the following questions in a minimum of 2 sentences each.

1. In the biblical text, how did women come to exist? Use textual evidence to support your answer.

2. How does Stanton react to this text? Use textual evidence to support your answer.

Part Four–Exit Ticket

Directions: Answer the following question in a minimum of 3 sentences.

Think about Stanton's writing process. In looking at the draft from the LOC documents and the final draft from Project Gutenberg, why is drafting an important part of the writing process? Use evidence to support your answer.