



## Exploring the Writing Process with Primary Source Materials

Lesson Topic: Journaling

### Lesson Plan Created By:

Gina Caneva

### Grade Levels:

6th - 8th, High School

### Primary Source:

*Walt Whitman Papers in the Charles E. Feinberg Collection: Notes and Notebooks, -1891; Notes, -1891; Literary; Undated; Themes in Leaves of Grass. - 1891, 1847. Manuscript/Mixed Material.*

<https://www.loc.gov/item/mss1863001302/>.

### 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, focusing on how well purpose and audience have been addressed. (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 6-8 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.

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.

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:** Computers, student materials/handouts (provided in this document)

|  |   |                                |                         |                 |
|--|---|--------------------------------|-------------------------|-----------------|
| <b>1 Day Lesson</b>  | <b>Outcome:</b> Students will be able to see the value of journaling through critically analyzing a primary source from a renowned author and his finished product. Students will then also begin the journaling process.   |                                |                         |                 |
|  | <b>Assessments to reach that aim:</b> observation, discussion, formative assessments on handout   |                                |                         |                 |
|  | <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                        | <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><b>Think</b></p> <ol style="list-style-type: none"> <li>1. When a teacher asks you to complete a writing assignment such as an essay, a poem, a podcast, what is your first step?</li> <li>2. Think about the last time you were out in nature. Describe the setting, what you were doing, and how you felt to be in nature.</li> </ol> <p><b>Pair</b></p> <p>After 3-4 minutes of writing time, then they will share their quick writes with their partners. (Partners can be preselected by the teacher or just by who they are sitting by)</p> <p><b>Share</b></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. Reading of "A Prairie Sunset"                                 | <p><b>Teacher Read Aloud</b></p> <p>Teacher will make the connection of question #2 from the quickwrites. Teacher will urge students to think about their scene of nature as the teacher introduces and reads aloud "A Prairie Sunset" from <i>Leaves of Grass</i>, accessible here: <a href="https://whitmanarchive.org/item/per.00119">https://whitmanarchive.org/item/per.00119</a>.</p> <p>Students should mark the text for words that show Whitman's speaker's view on nature.</p>  | 5 min.                         | I do/They do            |                 |
| 3. Comparison to Whitman's journaling for <i>Leaves of Grass</i> | <p><b>Student Analysis of LOC Document</b></p> <p>Students will have time to view Images 1-5 of Walt Whitman's "Themes in <i>Leaves of Grass</i>". This can be viewed on their Chromebooks. Teachers should direct students to the document, modeling its location on the LCD screen. Then, they should pose the following questions:</p>   | 20 min.                        | I do/We do<br>1/We do 2 |                 |

|  |                       |   |         |  |
|--|-----------------------|---|---------|--|
|  |                       | <ol style="list-style-type: none"> <li>1. What themes do you see apparent in “A Prairie Sunset” that you see in Whitman’s journaling? Use textual evidence from both texts to support your answer.</li> <li>2. What is the importance of pre-writing and journaling before beginning to write? How do you see this through Whitman’s journal? Explain your answer</li> </ol> <p>Students should answer in writing and then be prepared to discuss with the class.</p> |         |  |
|  | 4. Beginning to Write | <p><b>Journaling:</b><br/>Teachers should direct students to use the remaining time to begin journaling for the writing assignment at hand.</p>   | 15 min. |  |
|  | <b>Reflections:</b>   |   |         |  |

### 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:** Journaling

**Primary Source:** *Walt Whitman Papers in the Charles E. Feinberg Collection: Notes and Notebooks, -1891; Notes, -1891; Literary; Undated; Themes in Leaves of Grass.* - 1891, 1847. Manuscript/Mixed Material. <https://www.loc.gov/item/mss1863001302/>.

## 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. When a teacher asks you to complete a writing assignment such as an essay, a poem, a podcast, what is your first step?
2. Think about the last time you were out in nature. Describe the setting, what you were doing, and how you felt to be in nature.

---

## Part Two

**Directions:** I will now read you a poem from Whitman's famous collection *Leaves of Grass*. As I read, mark the text for words that show Whitman's speaker's view on nature.

### A PRAIRIE SUNSET

By: Walt Whitman

Shot gold, maroon and violet, dazzling silver, emerald, fawn,  
The earth's whole amplitude and Nature's multiform power consign'd  
for once to colors;  
The light, the general air possess'd by them—colors till now unknown,  
No limit, confine—not the Western sky alone—the high meridian—

**5**

North, South, all,  
Pure luminous color fighting the silent shadows to the last.

### Part Three

**Directions:** View Images 1-5 of Walt Whitman’s “Themes in Leaves of Grass” on the Library of Congress website. Then answer the following questions in a minimum of 2 sentences each.

1. What themes do you see apparent in “A Prairie Sunset” that you see in Whitman’s journaling? Use textual evidence from both texts to support your answer.

2. What is the importance of pre-writing and journaling before beginning to write? How do you see this through Whitman’s journal? Explain your answer

---

### Part Four

**Directions:** Use the space below or from a page in your notebook to begin journaling for your summative assessment in the same manner as Walt Whitman did with *Leaves of Grass*.