



Exploring the Writing Process with Primary Source Materials

Lesson Topic: Journaling

Lesson Plan Created By:

Courtney Borjas

Grade Levels:

6th - 8th, High School

Primary Source:

Woodrow Wilson's speech notes, in shorthand, for his "Fourteen Points" address, 8 January. 8 January, 1918. Manuscript/Mixed Material.

<https://www.loc.gov/item/mcc.057/>.

Compelling Question:

Why is journaling important to the writing process?

Supporting Question:

How do writers utilize journaling to improve their writing?

Objective:

In this 45-60 minute lesson, students will examine Woodrow Wilson's handwritten speech notes for his Fourteen Points speech to further understand the journaling stage of the writing process.

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.)

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.

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.

Lesson Activity Instructions

Lesson Activity One: Introduction (10 - 15 minutes)

Provide students access to the primary source. Explain to students that they will be asked to observe and react to the source for this activity.

Briefly provide a definition of “shorthand” to students. For example, you may use the following definition: Shorthand is a method of writing where writers use abbreviations and/or symbols in place of words. A benefit to shorthand is being able to take notes or

jot down ideas more quickly than it would be to write out words.

Students may study this source by themselves, in pairs, or small groups. To help guide the students exploration, you may provide them with the following questions to students:

1. What are your initial observations when looking at this source?
2. How does seeing this journaling method make you feel? What questions do you have after observing this method?
3. What benefits can you see from using a method like this when journaling or writing down your thoughts? What are the drawbacks?

Alternatively, you can also guide their exploration using the TPS Primary Source Analysis tool, linked here:

https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf

There are no right or wrong answers. Not being able to completely understand the shorthand is okay. The idea behind this activity is for students to start thinking about journaling and open their eyes to the possibility of using different methods of expression in their journaling process.

Lesson Activity Two: Discussion (10 - 15 Minutes)

Discuss students' answers with the classroom.

Next, show students a copy of the final version of the "14 Points" speech. A free and accessible version is available at Archives.gov, provided here:

<https://www.archives.gov/milestone-documents/president-woodrow-wilsons-14-points>

Ask students to share their thoughts or reactions upon seeing how the shorthand document eventually transformed to a full speech. Ask: How do you think that shorthand journaling helped Wilson take his thoughts from ideas to the final speech?

Lesson Activity Three: (10 - 15 Minutes)

Students will be encouraged to "journal" about a topic using a note taking method of their choosing. You may choose a topic to assign to the classroom or allow students to choose their own topic. The idea is to be able to quickly express or record notes or feelings. Provide suggestions of methods that students utilize quickly to express their thoughts: abbreviations, symbols, emojis, doodles, illustrations. Provide about 5-7 minutes for this activity.

After journaling activity is completed, ask students to write 1-2 sentences about their topic, using their journaling notes as guidance for their writing.

Closing Summary (5 - 10 minutes)

What are the benefits to journaling in the writing process? How can you use journaling to help identify or organize your thoughts before writing?

Materials: Student handouts, if desired, are provided in the document below.

Credits

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Name: _____ Date: _____

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Part One

1) Observe and study the primary source, and record your observations below. Write down any comments, questions, or feelings that you may have.

Part Two

1) Record your thoughts or reactions to seeing how the shorthand document transformed to a full speech. How do you think that shorthand journaling helped Wilson take his thoughts from ideas to the final speech?

Part Three

1) Now it is your turn to try! Use the space below to “journal” or record thoughts. You may use any form of communication that will allow you to quickly jot record your thoughts, including abbreviations, symbols, emojis, doodles, and illustrations.

2) Using your journaling above to guide you, write 1-2 sentences to summarize your thoughts.

Part Four

1) What are the benefits to journaling in the writing process?

2) How can you use journaling to help identify or organize your thoughts before writing?