



Exploring the Writing Process with Primary Source Materials

Lesson Topic: Editing

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:

How do authors and poets use editing strategies to strengthen their writing?

Supporting Question:

How can I use editing strategies to strengthen my own writing?

How can I apply my learning to my own writing process?

Objective:

In this 50 minute lesson, students will explore Langston Hughes's "Ballad of Booker T." to better understand the editing stage of the writing process.

Standards - Common Core:

Lesson Standards 6th - 8th

CCSS.ELA-LITERACY.WHST.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

CCSS.ELA-LITERACY.WHST.6-8.6: Use technology, including the Internet, to produce

and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Lesson Standards 9th - 10th

CCSS.ELA-LITERACY.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 [above](#).)

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)

CCSS.ELA-LITERACY.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Lesson Standards 11th - 12th

CCSS.ELA-LITERACY.W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 [above](#).)

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Lesson Activity Instructions

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

Say: At this point in your experience with writing, you know how to write grammatically.

Ask: You can form a sentence with proper structure and punctuation. So why is editing so important?

Class brainstorms ideas to answer this question. Summarize student responses.

Say: We know that the editing process is when we take a very close look at our writing. We focus on the words and sentences to correct any errors in grammar, spelling,

punctuation, and sentence structure. This improves our writing as well as the experience of the reader.

Explore: (20 - 40 minutes)

Provide the following link for students: <https://www.loc.gov/item/mcc.024/>. Students in partners or groups of three will use the peer editing checklist to look for edits made by the poet as well as note any edits they feel should have been made.

Allow time for student exploration and work.

Bring the class back together when finished to share comments and ideas about the peer editing process.

Closing Summary (5 minutes)

Authors and poets use the editing process to take a closer look at their writing. They focus on the words and sentences to correct any errors in grammar, spelling, punctuation, and sentence structure. This improves the writing as well as the experience of the reader.

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.

Name: _____ Date: _____

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Directions: Use the primary source above to complete the activities on the following pages.

Peer Editing Checklist Directions: Use the accompanying checklist to review the piece of writing. Complete the chart below.

Task	Check here when completed	Comments
<p>Punctuation: Read the author's writing aloud. Check when to stop or pause for periods, question marks, exclamation marks, and commas. Is punctuation properly used when needed?</p>	<input type="checkbox"/>	<p>What edits did you notice that this author made? Are there edits for punctuation that this author missed?</p>
<p>Quotation: Are quotation marks included when needed?</p>	<input type="checkbox"/>	<p>Was there any dialogue in this piece? Was it correctly edited?</p>

Task	Check here when completed	Comments
<p>Capitalization: Are there capitals at the beginning of sentences and for proper nouns?</p>	<input type="checkbox"/>	<p>What do you notice about the capitalization in this piece of writing?</p>
<p>Grammar: Are sentences properly formed with a noun and verb in agreement? Are there any run-ons or fragments?</p>	<input type="checkbox"/>	<p>Should poetry be edited in the same way as other genres of writing?</p>

Comments about peer editing this writing: