



Exploring the Writing Process with Primary Source Materials

Lesson Topic: Journaling

Lesson Plan Created By:

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Grade Levels:

6th - 8th, High School

Primary Source:

Parks, Rosa. *Rosa Parks Papers: Writings, Notes, and Statements, 1956 to 1998; Drafts of early writings; Accounts of her arrest and the subsequent boycott, as well as general reflections on race relations in the South, 1956-, undated; Folder 1.* - 1998, 1956. Manuscript/Mixed Material. <https://www.loc.gov/item/mss859430225/>.

Compelling Question:

How do writers brainstorm and collect ideas in a journal?

Supporting Question:

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

Objective:

In this 50 minute lesson, students will take part in two activities to better understand the first step of the writing process, journaling, by examining notes from Rosa Parks's draft of her autobiography.

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

Activity One: Think, Notice, Wonder (5 - 10 minutes)

In this activity, students will take a first look at the primary source. Provide the following link for students: <https://www.loc.gov/item/mss859430225/>. Choose from the following questions for class discussion, and/or use the **K-W-L** (know, wonder, learned) chart with these questions (see activity handout). Ask students to start by scrolling through images one to nineteen and observe the primary source to generate prior knowledge by thinking about what they already know, notice what strikes them about the source, and identify what they wonder about this collection. Students may work independently, with a partner, or in a small group to complete the chart or via class discussion a K-W-L flip chart can be made. Review the directions on the handout. Explain to the students that

they should complete the first two parts of the chart, “know and wonder”, and jot down their ideas. After ten minutes, bring the class back together to share their thoughts and add to their charts.

Questions:

- What do you already know about who wrote this source and why they did?
- What do you know about the historical context of this source?
- What was the writer’s purpose?
- Who is the audience for this source?
- What is the first idea or word that catches your eye?
- What do you see that surprises you?
- What strong words or ideas jump out at you?
- What characteristics of this document do you notice?
- What do you notice that you wonder about?
- What questions do you have?

Activity Two: Taking a Closer Look (30 - 40 minutes)

In this activity, students will take a closer look at the primary source to determine the journaling strategies Rosa Parks used. Direct the students to return to the primary source. Tell the students they will now explore the images in this primary source to find one that demonstrates the authors’ use of each journaling strategy and note how the strategy helps the author generate ideas. Review the directions on the handout. (See activity handout)

Closing Summary: (5 - 10 minutes)

As a whole class, complete the Learned section of the K-W-L chart. Students may comment on their initial observations, answers to their questions, and the strategies used by the writer. Discuss student answers to the compelling question “How do writers brainstorm and collect ideas in a journal?” and the supporting question “How can I apply my learning to my own writing process?” Students may write responses on the end of the activity two worksheet.

See accompanying activity handouts for students.

Credits

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Name: _____ Date: _____

EXPLORING THE WRITING PROCESS WITH PRIMARY SOURCE MATERIALS



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Primary Source: Parks, Rosa. *Rosa Parks Papers: Writings, Notes, and Statements, 1956 to 1998; Drafts of early writings; Accounts of her arrest and the subsequent boycott, as well as general reflections on race relations in the South, 1956-, undated; Folder 1.* - 1998, 1956. Manuscript/Mixed Material.

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

Activity One: Think, Notice, Wonder

Directions: Using the primary source, explore Rosa Park’s journaling process to complete the first two columns of the K-W-L chart. You will complete the third column at the end of this lesson.

K What I already know	W What I wonder	L What I learned
<ul style="list-style-type: none">• What do you already know about who wrote this source and why they did?• What do you know about the historical context of this source?• What was the writer’s purpose?• Who is the audience for this source?	<ul style="list-style-type: none">• What is the first idea or word that catches your eye?• What do you see that surprises you?• What strong words or ideas jump out at you?• What characteristics of this document do you notice?• What do you notice that you wonder about?• What questions do you have?	<ul style="list-style-type: none">• What have you learned from this lesson?

Activity Two: Taking a Closer Look

Directions: Explore the images in this primary source to find one that demonstrates the authors' use of a journaling strategy and note how the strategy helps the author generate ideas.

Strategy	Image #	How does this help generate ideas?
Writing down ideas, then going back and scribbling over to delete or change ideas		
Jotting notes about a recent visit to an important place		
Using an artifact from an event in the author's life		

Strategy	Image #	How does this help generate ideas?
Writing down the sequence of events of an important day		
Observations of what is happening around you		
Asking questions		

Directions: Continue to explore the images in this primary source to find two - three more examples of the authors' use of a journaling strategy. Complete the chart below to identify the strategy, image number, and note how the strategy helps the author generate ideas.

Strategy	Image #	How does this help generate ideas?

Final Reflection Directions: Answer the following question in the space below.
How can you apply your learning in this lesson to your own writing process?