



Exploring the Writing Process with Primary Source Materials

Lesson Topic: Revision

Lesson Plan Created By:

Elaine Temel

Grade Levels:

6th - 8th, High School

Primary Source:

Clare Boothe Luce's scene description of her play *The Women*. 1936. Manuscript/Mixed Material. <https://www.loc.gov/item/mcc.081/>.

Compelling Question:

How do writers revise their draft to improve their writing?

Supporting Question:

What revision strategies can students apply to their own writing?

Objective:

In this 50 minute lesson, students will explore Clare Booth Luce's scene description of her play *The Women* to better understand the revision 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 Question: (5 - 10 minutes)

Spend a few minutes discussing the following as a class: Why is the revision step necessary in the writing process?

Provide the following link for students: <https://www.loc.gov/item/mcc.081/>. Ask: What revision strategies do you see in the first paragraph that you can name and point out?

Answers may include:

- First sentence- using a more precise word - changing “perfume” to “cosmetics”
- First sentence- eliminating unnecessary or redundant words - “perfume” was removed before the word “sale”
- First sentence- cutting down a run-on sentence, “being sold, at the, here” all cut from the first sentence

- Second sentence - general words changed to more specific words - “group” changed to “customers”
- Second sentence - verbs changed to agree with the noun - “customers consisted of” changed to “are”
- Line 9 - verb tense corrected from “were” to “are”
- Line 10 - part of speech corrected - “prohibited” changed to “prohibitively”
- Line 12 - adding descriptive detail - “eye tint” becomes “eye shadows, blue eyelash mascara, purple lipstick”
- Line 14 - using strong words - “frightful” becomes “grotesque”
- Etc.

Ask: What other revision strategies have we learned in class?

Answers may include - adding sensory details, using figurative language, naming, adding dialogue, adding inner thinking, etc.

Explore: (30 - 35 minutes)

Students will now further revise the second paragraph of this excerpt using revision strategies employed by the author and/or strategies learned in class. Provide the directions on the handout.

When students have made their revisions, share and discuss in pairs, small groups or as a whole class the changes that the students have made.

Closing Summary: (5 - 10 minutes)

Writers use a variety of strategies to revise, to make their writing even better. Students may utilize the same strategies used by published authors.

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: _____

EXPLORING THE WRITING PROCESS WITH PRIMARY SOURCE MATERIALS



Lesson Topic: Revision

Primary Source: *Clare Boothe Luce's scene description of her play The Women.* 1936. Manuscript/Mixed Material. <https://www.loc.gov/item/mcc.081/>.

Directions: Use the primary source above to complete the activity on the next page.

Activity: Read the primary source. Revise the second paragraph in its original version using the same strategies used by the author, and/or other strategies you have learned in class. Develop your own original revisions, rather than copy the changes made by the author. Write or type your revisions in the space above each line. You may use the primary source as a model.

“Two of the girls behind the counter are discussing Crystal, their colleague. They are doing so in not all together flattering tones. They find Crystal high-hat, uncommunicative, etc. They predict that at any moment she will be bounced from her job because having led the floor-walker on, she is now giving him the “go-by”, and they speculate about Crystal’s boyfriend. They agree that it is probably some rich man outside their world, and if they had any doubts on the subject, Crystal has dispelled them by constantly implying that she is headed for the role of Park Avenue lady some day. The girls console themselves by insisting to each other that she will probably just be a “kept woman” and that they are, after all, decent girls.”