



## 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:

Anthony, Susan B. *Susan B. Anthony Papers: Speeches and Writings, -1895; 1877, Homes of Single Women. 1877.* Manuscript/Mixed Material. <https://www.loc.gov/item/mss11049049/>.

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

#### 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.

#### Literacy/Reading

##### Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

#### 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.

#### Literacy/Reading

##### Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.11-12.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

#### 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:** 2 class periods (45-60 each minutes)

**Materials Required:** Computer, student materials/handouts (provided in this document)

**Note:** This lesson is designed to complement an existing writing assignment or task in your classroom. Using this lesson, students will be able to learn more about the importance and usefulness of multiple drafts during the writing process. Prior to this lesson, students should have completed a second draft of a writing assignment. Students will then review this second draft, with any accompanying comments by their teacher/instructor, as part of this lesson.

<b>Outcome:</b> Students will be able to see the value of editing through critically analyzing the drafting process via primary sources from a renowned American historical figure. Students will then also begin the peer review process for their 2nd drafts.			
<b>Assessments to reach that aim:</b> observation, discussion, drafts as formative assessments, final drafts as summative assessments.			
Delivery of lesson			
Activity	Purpose and Description	Time	Scaffold
1. Aim/Agenda/ Quickwrite/Think-Pair- Share	At the beginning of the lesson, the teacher will review the aim and agenda for the lesson. Teacher will begin by setting the stage for playing the short video <a href="#">"Women as Legal Property"</a> . The teacher will tell students something like this: "Today, we're going to continue the writing process by moving on to peer review. Before we get to peer review, we're going to look at the process that another writer actually took to fight for equal rights in this country. I'm going to play a short video from PBS that talks about our nation's history of providing unequal rights for women. As you are watching, I want you to think about the following question, and then after you are finished watching, jot down a response. I may play the video twice as it is short, and you may need more time to see the many features of discrimination. Play Video	10 min.	They do/we do

		<p>Students will then have time to complete a quickwrite in the Think portion below.</p> <p><b>Think</b></p> <ol style="list-style-type: none"> <li>1. Write down at least 5 ways in which women were stated to be unequal in the United States according to this video.</li> <li>2. Do you think any of these ways or others still exist in our society today? Why/why not?</li> </ol> <p><b>Pair</b></p> <p>After 3-4 minutes of writing time, then they will share their quickwrites with their partners.</p> <p><b>Share</b></p> <p>After 2 minutes of paired discussion, students will share their answers to the class. The teacher will write down the class statements on the whiteboard.</p>		
	2. Background information about Susan B. Anthony–Jigsaw	<p>The teacher will then introduce Susan B. Anthony via the <a href="#">National Women's History Museum website</a>. The teacher will group students to jigsaw up the reading into 6 groups per heading. The teacher will read aloud the first portion of the webpage, model a summary, and model the most interesting fact answer. They will put all of their answers on a Google Doc as a whole, so that every group has access to it.</p> <p>Each group will then read their portion and write the following:</p> <ol style="list-style-type: none"> <li>1. Summarize your portion into a minimum of 4 sentences.</li> <li>2. What is the most interesting fact from your section and why? (The group must decide as a whole).</li> </ol> <p>After reading and answering are finished, each group will state out their summaries and interesting facts.</p>	20 min.	We do
	3. Viewing of Homes of Single Women Documents	<p>Students will view the <a href="#">Homes of Single Women speech</a> from the LOC website. I like viewing them in PDF mode. They don't have to be able to decipher every word of cursive, just pay attention to</p>	15-20 min.	They do

		<p>the overall process of drafting and editing that Anthony did before giving her speech. While viewing, keep these questions in mind and answer them after you have viewed them.</p> <ol style="list-style-type: none"> <li>1. What parts of the writing process do you see when looking at the drafts as a whole?</li> <li>2. How can you take what you've learned from <i>Anthony's</i> documents as you take into account the editing and revising process for your own work?</li> </ol>		
	4. Time to Peer Review (will go on to day 2)	<p>Students will have time to begin to peer review each other's 2nd drafts. For the peer review process, the teacher will pair up students by ability level (high-med, med-low) and by how completed drafts are. Students will share their work with each other via google docs. The student being reviewed will give their reviewer 2 focal questions/things they want the reviewer to look out for. Then, the student will read their draft to the reviewer and the reviewer will read keeping their focal questions in mind. As they listen and read, they can keep notes in the margin by using the comment button. They should have the student stop at every paragraph to ask questions or to give comments. Once they are all the way through the draft, the reviewer will leave an overall comment and talk through the comments on the draft. Then, the student will write a reflective paragraph explaining how they will revise for their 3rd and final draft. Then, the partners will reverse. Once the pair is finished, students can work on their final drafts independently.</p>	30-45 min.	We do
	<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:** Editing

**Primary Source:** Anthony, Susan B. *Susan B. Anthony Papers: Speeches and Writings*, -1895; 1877 , *Homes of Single Women*. 1877. Manuscript/Mixed Material.  
<https://www.loc.gov/item/mss11049049/>.

## **Part One–Building Context**

**Directions:** We will begin this lesson by watching a video, completing a quickwrite, and then talking to each other in a Think-Pair-Share format. For the first question, you may answer in complete sentences or list format. For the second one, use at least 2 complete sentences to answer.

1. Write down at least 5 ways in which women were stated to be unequal in the United States according to this video.

2. Do you think any of these ways or others still exist in our society today? Why/why not?

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## **Part Two–Susan B. Anthony Background Jigsaw**

**Directions:** Now you will learn more about the history heroine, Susan B. Anthony by visiting her page on the National Women’s History Museum website. You will work in groups to jigsaw pieces of her life together as a whole. You will present your findings to the class.

1. Summarize your portion into a minimum of 4 sentences.

2. What is the most interesting fact from your section and why? (Your group must decide as a whole)



### **Part Three– “Homes of Single Women” Drafts and Edits**

**Directions:** View Images 1-48 of “Homes of Single Women” drafts and edits from the Library of Congress’s website. Answer the following questions in a minimum of 2 sentences each.

1. What parts of the writing process do you see when looking at the drafts as a whole?
  
  
  
  
  
  
  
  
  
  
2. How can you take what you’ve learned from Anthony’s documents as you take into account the editing and revising process for your own work?

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### **Part Four–Peer Review**

**Directions:** Follow the steps below during your peer review process. If you and your partner finish your peer review, you may begin your final draft.

- Partner 1 gives focal questions/concerns to Partner 2.
- Partner 1 reads aloud draft to Partner 2, and Partner 2 makes comments paying close attention to focal questions and concerns.
- Partner 1 stops at the end of each paragraph for feedback.
- At the end, Partner 2 gives overall feedback.
- Partner 1 takes time to write a reflective paragraph about what they will change for the final draft.
- Partners switch roles.
- When you finish, work on your final draft.