



## 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/>.

### Standards - Common Core:

#### Lesson Standards 6th - 8th

##### Literacy: Writing

Production and Distribution of Writing:

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

##### 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.

##### Literacy/Reading

CCSS.ELA-Literacy.RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCSS.ELA-Literacy.RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-Literacy.RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

### 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.

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

CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

### 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

CCSS.ELA-Literacy.RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

### 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 each minutes)

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

<b>Day 1</b>	<b>Outcome:</b> Students will be able to see the value of journaling through critically analyzing a primary source of journals from a renowned historical figure. Students will then also begin the journaling process.			
	<b>Assessments to reach that aim:</b> observation, discussion, formative assessments on handout			
	<b>Delivery of lesson</b>			
	<b>Activity</b>	<b>Purpose and Description</b>	<b>Time</b>	<b>Scaffold</b>
	1. Aim/Agenda/ KQL/Think-Pair-Share	At the beginning of the lesson, the teacher will review the aim and agenda for the lesson. Students will begin a KQL chart about Rosa Parks to begin the class, beginning with the K and the Q. <b>Think</b> In the K portion of the chart, students will write down everything they know about Rosa Parks. They will also write down any questions they have about her. <b>Pair</b> After 3-4 minutes of writing time, then they will share their K and Q with partners at their table. <b>Share</b> After 2 minutes of paired discussion, students will share out their answers as the teacher projects or writes a class KQL on the whiteboard. Teachers can call on volunteers and/or cold call students.	15 min.	They do/we do
	2. Reading background materials about Rosa Parks	Students will read <a href="#">background information about Rosa Parks</a> from the Library of Congress's website. (Teachers can decide the best way for classroom reading—teacher read aloud, partner reading, independent silent reading). They will then add anything they learned and/or any questions they have to their Q and L portions. They will also answer 2 comprehension questions. 1. What are two other ways Rosa fought for civil rights besides giving up her seat on the bus?	30 min.	Depending on how teacher has them complete the reading.

		<p>2. On a grocery bag she owned, she repeatedly wrote, “The Struggle Continues.” In what ways does her life embody this quote? Is the quote true in today’s society, why/why not?</p> <p>As time allows, the class will share their answers. As time allows, teachers can move on to Day 2 if they move ahead.</p>		
	<b>Reflections:</b>			

<b>Day 2</b>	<b>Outcome:</b> Students will be able to see the value of journaling through critically analyzing a primary source of journals from a renowned historical figure. Students will then also begin the journaling process.			
	<b>Assessments to reach that aim:</b> observation, discussion, formative assessments on handout			
	<b>Delivery of lesson</b>			
	<b>Activity</b>	<b>Purpose and Description</b>	<b>Time</b>	<b>Scaffold</b>
	1. Aim/Agenda/ Reading Rosa’s journals	<p>Teacher will discuss the outcome and agenda. Teacher will pose the question: how can journaling be a part of the writing process?</p> <p>[Prior to this lesson, teachers should have introduced the major writing assignment that students are journaling for and working towards drafting. These final products could be the following:</p> <ul style="list-style-type: none"> <li>• Cause and Effect Essay</li> <li>• Informational Essay</li> <li>• Multigenre Project</li> <li>• Podcast</li> <li>• Graphic Novel style essay</li> <li>• Photo essay</li> </ul> <p>For the purposes of these lessons, I will gear this towards a cause and effect essay on a topic of their choosing which can fit in any grade, 7-12.]</p> <p>After the class discusses journaling, students will have time to view <a href="#">the Library of Congress’s Rosa Parks journaling materials</a>.</p> <p>As they review the materials, they should open the window that includes the transcription (Image with Text button). They</p>	25 min.	They do/we do

		<p>should pay attention to how her journals look in handwritten prose vs. typed poetry. They will answer the following questions in their packets:</p> <ol style="list-style-type: none"> <li>1. Which version more fits your style of journaling—prose, lists, poetry, artwork, etc.? Which genre helps you capture your thoughts or reflections on any given topic? Why do you think this is?</li> <li>2. When you read Rosa Parks's journals, how does this form of writing give you insight into how she feels about defending civil rights for all Americans?</li> </ol>		
	2. Journaling Time	<p>Students will have time to journal in preparation for drafting their cause and effect essays. Here is the prompt: Pick a cause/effect topic you are passionate about, are interested in, and/or are genuinely curious about. This can be a historical event or a current event, but it should be a topic that you can research. You will then write an essay either outlining the three major causes of the event or the three major effects of it. Many students may pick major events to write about but topics can also include topics like: inventions, personal triumphs and/downfalls of successful people (famous or infamous), laws, books, experiments, speeches (etc.).</p> <p>Students will be asked the following: Looking at this prompt, take some time in class to journal about topics that might interest you. If you pick one, choose your style of preferred journaling, and journal for two pages about it. What you don't finish today will be homework.</p>	30 min.	Depending on how teacher has them complete the reading.
	Reflections:			

**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:** Journaling

**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/>.

## Part One

**Directions:** We will begin this lesson with a KQL chart and a Think-Pair-Share. Take 3-5 minutes to write down everything you know about Rosa Parks in a bulleted list under the K column. Under the Q column, write down at least 2 questions you have about her.

Know	Questions	Learned



## Part Two

**Directions:** You will now visit the Library of Congress's website link that provides background information on Rosa Parks. After reading, add knowledge and information that you learned to the L column on your KQL chart. Also, answer the two comprehension questions below in at least 2 sentences each.

1. What are two other ways Rosa fought for civil rights besides giving up her seat on the bus?

2. On a grocery bag she owned, she repeatedly wrote, "The Struggle Continues." In what ways does her life embody this quote? Is the quote true in today's society, why/why not?

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## Part Three

**Directions:** View Images 1-19 the Rosa Parks Papers on the Library of Congress website. As you review the materials, open the window that includes the transcription (Image with Text button). Pay attention to how her journals look in handwritten prose vs. typed transcription which looks similar to poetry. Then answer the following questions in a minimum of 2 sentences each.

1. Which version more fits your style of journaling—prose, lists, poetry, artwork, etc.? Which genre helps you capture your thoughts or reflections on any given topic? Why do you think this is?

2. When you read Rosa Parks's journals, how does this form of writing give you insight into how she feels about defending civil rights for all Americans? Explain with evidence.

## Part Four

**Directions:** Use the space below or from a page in your notebook to begin journaling for your summative assessment. Here's the prompt for your summative assessment:

Pick a cause/effect topic you are passionate about, are interested in, and/or are genuinely curious about. This can be a historical event or a current event, but it should be a topic that you can research. You will then write an essay either outlining the three major causes of the event or the three major effects of it. Many students may pick major events to write about but topics can also include topics like: inventions, personal triumphs and/downfalls of successful people (famous or infamous), laws, books, experiments, speeches (etc.).

Looking at this prompt, take some time in class to journal about topics that might interest you. If you pick one, choose your style of preferred journaling, and journal for two pages about it. If you don't pick one, you can use your two pages to brainstorm a couple of topics of interest in an attempt to narrow your choices down. What you don't finish today will be homework.