

Exploring the Writing Process with Primary Source Materials

Lesson Topic: Collaboration

Lesson Plan Created By:

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Grade Levels:

6th - 8th, High School

Primary Sources:

Lincoln, Abraham. *Abraham Lincoln papers: Series 1. General Correspondence. 1833 to 1916: Abraham Lincoln, Tuesday, Preliminary Draft of Emancipation Proclamation.* 1862. Manuscript/Mixed Material. <https://www.loc.gov/item/mal1723200/>.

Lincoln, Abraham. *Abraham Lincoln papers: Series 1. General Correspondence. 1833 to 1916: Abraham Lincoln, Final Emancipation Proclamation--Preliminary Draft.* 1862. Manuscript/Mixed Material. <https://www.loc.gov/item/mal2083200/>.

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Lincoln, Abraham. *Abraham Lincoln papers: Series 1. General Correspondence. 1833 to 1916: William H. Seward to Abraham Lincoln, Tuesday, Recommended alterations to Emancipation Proclamation.* 1862. Manuscript/Mixed Material. <https://www.loc.gov/item/mal2059600/>.

Lincoln, Abraham. *Abraham Lincoln papers: Series 1. General Correspondence. 1833 to 1916: Abraham Lincoln, Final Emancipation Proclamation--Preliminary Draft with Changes suggested by Edward Bates, with copies: Made for Members of the Cabinet.* 1862. Manuscript/Mixed Material. <https://www.loc.gov/item/mal2082400/>.

Lincoln, Abraham. *Abraham Lincoln papers: Series 1. General Correspondence. 1833 to 1916: Abraham Lincoln, Thursday, Final Emancipation Proclamation--Final Draft Lithograph Copy.* January 1, 1863. Manuscript/Mixed Material. <https://www.loc.gov/item/mal2082000/>.

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: 1-2 class period (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. Prior to this lesson, students should have completed a first draft of a writing assignment. Students will then review this first draft, with any accompanying comments by their teacher/instructor, as part of this lesson.

	Outcome: Students will be able to see the value of peer editing through critically analyzing the collaboration and correspondence process via primary sources from President Abraham Lincoln. Students will then also begin to peer review each other's drafts.			
	Assessments to reach that aim: 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	10 min.	They do/we do

	review the aim and agenda for the lesson. Then the teacher will set students up for a Think-Pair-Share. Think 1. From your prior knowledge, what do you know about Abraham Lincoln's Emancipation Proclamation? List everything you know. 2. Have you ever participated in peer review of your work and a partner's work? How did this go in the past? If not, how could peer review benefit you? Pair After 3-4 minutes of writing time, then they will share their quickwrites with their partners. Share After 2 minutes of paired discussion, students will share out their answers to the class.		
2. Background information about Emancipation Proclamation	The teacher will then introduce Lincoln and the Emancipation Proclamation through this video from the History Channel. They will then write the following: 1. Write down 2 facts you find interesting and why it is interesting. 2. 1 question you have after watching 3. 1 connection to today's society.	15 min.	They do
3. LOC Document Viewing	Students will have time to view the drafts and correspondences of the Emancipation Proclamation. Teachers should emphasize that it went through many revisions and peer reviews before it was finalized. This can be done in partners. Here are the links: Link to earliest known draft: https://www.loc.gov/item/mal1723200/ Link to draft given to Cabinet members: https://www.loc.gov/item/mal2083200/ Link to suggested revisions by Salmon P. Chase: https://www.loc.gov/item/mal2063900/ Link to suggested revisions by William H. Seward: https://www.loc.gov/item/mal2059600/ Link to suggested revisions by Edward Bates: https://www.loc.gov/item/mal2082400/ Link to final draft: https://www.loc.gov/item/mal2082000/	30 min.	We-do, They do (spill over into Day 2)

		It's easiest to view these as Image + Text, and teacher should show students how to navigate this option as cursive handwriting may be difficult for some students to read. They should answer the following questions after viewing them. 1. How did peer review aid Lincoln from draft-to-draft all the way up to his final draft? 2. What major revisions did you see that changed his draft from beginning to final?		
	4. Time to Peer Review	Students will have time to peer review each other's work. They should follow the following steps: 1. Give your partner a summary of what your work is about. 2. Give them 2-3 focal points that you'd like them to listen and read for. 3. Peer reviewer can ask any clarifying questions. 4. Writer reads aloud their draft to their peer, and peer has a copy and reads along. (Students can share digitally or print out two copies) 5. After reading through the draft, reviewer gives warm and cool feedback related to the focal points from the writer. 6. Switch roles. 7. After both review, take any time left to start your revision. By the end, students should answer the following question: Ending Question: What was the major feedback from your peer review that you plan to change for your final draft?	35 min.	They do
Reflections:				

Credits

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Name: _____ Date: _____

EXPLORING THE WRITING PROCESS WITH PRIMARY SOURCE MATERIALS



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Part One–Building Context

Directions: To begin, answer the following questions in complete sentences, and then you will talk to each other and share out answers in a Think-Pair-Share format.

1. From your prior knowledge, what do you know about Abraham Lincoln’s Emancipation Proclamation? List everything you know.
2. Have you ever participated in peer review of your work and a partner’s work? How did this go in the past? If not, how could peer review benefit you?

Part Two–*Emancipation Proclamation* Background

Directions: Now you will learn more about President Abraham Lincoln’s *Emancipation Proclamation* via a video from the History Channel. After we watch the video, complete the following prompts below.

1. Write down two facts you find interesting and why it is interesting.
2. Write down one question you have after viewing the video.
3. Write down one connection to today’s society.

Part Three– Library of Congress Document Viewing

Directions: In this section, you will be viewing several drafts and correspondences between Lincoln and influential figures via the Library of Congress using the links provided to you. As you explore these drafts, answer the following questions in complete sentences and use textual evidence from different drafts to support your answers.

1. How did peer review aid Lincoln from draft-to-draft all the way up to his final draft?
2. What major revisions did you see that changed his draft from beginning to final?

Part Four–Time to Peer Review

Directions: With your partner, you will go through the steps below to peer review your drafts.

Steps for Peer Review

1. Give your partner a summary of what your work is about.
2. Give them 2-3 focal points that you'd like them to listen and read for.
3. Peer reviewer can ask any clarifying questions.
4. Writer reads aloud their draft to their peer, and peer has a copy and reads along silently.
5. After reading through the draft, reviewer gives warm and cool feedback related to the focal points from the writer.
6. Switch roles.

7. After both review, take any time left to start your revision.

Ending Question: What was the major feedback from your peer review that you plan to change for your final draft?