



Exploring the Writing Process with Primary Source Materials

Lesson Topic: Drafting

Lesson Plan Created By:

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Grade Levels:

6th - 8th, High School

Primary Source:

Bernstein, Leonard. *West side story: Somewhere*. [Date of Production Not Identified] Notated Music.

<https://www.loc.gov/item/2023778641/>.

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 class period (45-60 each minutes)

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

Outcome: Students will be able to see the value of drafting through critically analyzing the drafting process via primary sources from a renowned American composer. Students will then also begin to draft their own poetry.			
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 review the aim and agenda for the lesson. Teacher will begin by setting the stage for playing the clip from the 1961 version of <i>West Side Story</i> for the song “Somewhere”. If the teacher has access to the latest version, or other versions on the internet feel free to use those, but the latest version is not accessible via YouTube. The teacher will tell students something like this: “Today, we’re going to begin to draft poetry. Before we actually do any writing though, we’re going to look at the process that another writer actually took to complete a 21st Century masterpiece–<i>West Side Story</i>. This is one of the musical’s most popular songs that many folks have reproduced. After you listen, you’ll answer the following questions: Play Trailer Students will then have time to complete a quickwrite in the Think portion below. Think 1. What is the duo singing about? How do you know? 2. What is your process when you want to write a poem or a song? How do you begin? 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. The	10 min.	They do/we do

		teacher will write down the class statements on the whiteboard.		
	2. Background information about Leonard Bernstein	The teacher will then introduce Leonard Bernstein, the composer of <i>West Side Story</i> . Students will read from the Leonard Bernstein collection from the Library of Congress's website. They will then write the following: 1. Write down 2 facts you find interesting and why they are interesting. 2. 1 question you have after reading the webpage.	10 min.	They do
	3. Viewing of West Side Story Documents	Students will view the West Side Story documents from the LOC website. I like viewing them in Image + Text mode. While viewing and reading, keep these questions in mind and answer them after you have viewed them. 1. What do you notice about Bernstein's drafting process? 2. How can you take what you've learned from the <i>West Side Story</i> documents as you take into account your own writing process for your poetry/song?	15-20 min.	They do
	4. Time to Begin Drafting	Students will have time to begin to draft their poems/songs.		They do
	Reflections:			

Credits

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Name: _____ Date: _____

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Part One–Building Context

Directions: We will begin this lesson by watching a famous song from the musical *West Side Story* called “Somewhere.” After you listen, you will answer some questions and then talk to each other in a Think-Pair-Share format. Please answer the following questions in complete sentences.

1. What is the duo singing about? How do you know?
2. What is your process when you want to write a poem or a song? How do you begin?

Part Two–Leonard Bernstein Background

Directions: Now you will learn more about the composer of *West Side Story*, Leonard Bernstein by visiting his page on the Library of Congress website. Read about him and then complete the following prompts below.

1. Write down 2 facts you find interesting and why they are interesting.
2. Write down 1 question you have after reading the webpage.

Part Three–*West Side Story* “Somewhere” Drafts

Directions: View Images 1-8 of *West Side Story* “Somewhere” drafts from the Library of Congress’s website. It works best to view them in Image + Text mode. Then answer the following questions in a minimum of 2 sentences each.

1. What do you notice about Bernstein’s drafting process?
2. How can you take what you’ve learned from the *West Side Story* documents as you take into account your own writing process for your poetry/songs?

Part Four–Drafting

Directions: Think about the writing process we looked at today. It wasn’t a perfect first draft! Use the space below or a blank document on your computer to begin drafting your poem or song.