



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:

"Dedication," Robert Frost's presidential inaugural poem, 20 January . Typescript with Frost's holograph script corrections in ink and Stewart Udall's holograph clarifications in pencil on the last page. Permission to reproduce the poem online was granted by the Estate of Robert Frost and Henry. 20 January, 1960. Manuscript/Mixed Material. <https://www.loc.gov/item/mcc.088/>.

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.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 periods (Approximately 45-60 each minutes)

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

	Outcome: Students will be able to see the value of peer editing through critically analyzing the editing process via primary sources from a renowned American poet. Students will then also begin to peer edit each other's 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 by playing the video "The Nation's Stage: Robert Frost Makes Inaugural History" . Students will then have time to complete a quickwrite in the Think portion below. Think 1. Why did Robert Frost have to change his plans at the Kennedy Inauguration? What did he do instead of his original plan? 2. How comfortable do you feel when your peers review your work? Explain. 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 teacher will write down the class statements on the whiteboard.	10 min.	They do/we do
	2. Background information about Robert Frost	The teacher will then introduce Robert Frost. Students will read about Robert Frost's life and career. They will then write the following:	10 min.	They do

		1. Write down 2 facts you find interesting and why they are interesting. 2. 1 question you have after reading about Robert Frost.		
	3. Viewing the Documents	Students will view the Robert Frost "Dedication" documents from the LOC website. Choosing the PDF viewing helps to manipulate the text efficiently. While viewing and reading, keep these questions in mind and answer them after you have viewed them. 1. What edits did Stewart L. Udall make to the poem (in handwriting)? 2. What is the poem's meaning? 3. Do the edits change the work? How so or if not why not?	15-20 min.	They do
	4. Time to Begin Drafting	Students will have time to work together to peer edit.		They do
	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: _____

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Primary Source: *"Dedication," Robert Frost's presidential inaugural poem, 20 January . Typescript with Frost's holograph script corrections in ink and Stewart Udall's holograph clarifications in pencil on the last page. Permission to reproduce the poem online was granted by the Estate of Robert Frost and Henry. 20 January, 1960. Manuscript/Mixed Material. <https://www.loc.gov/item/mcc.088/>.*

Part One—Building Context

Directions: We will begin this lesson by watching “The Nation’s Stage: Robert Frost Makes Inaugural History.” After you listen, you’ll answer some questions and then talk to each other in a Think-Pair-Share format. Please answer the following questions in complete sentences.

1. Why did Robert Frost have to change his plans at the Kennedy Inauguration? What did he do instead of his original plan?

2. How comfortable do you feel when your peers review your work? Explain.

Part Two—Robert Frost Background

Directions: Now you will learn more about the poet Robert Frost by visiting his page on poets.org. 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–Robert Frost’s “Dedication”

Directions: View the poem “Dedication” from the Library of Congress’s website from the link provided. It works best to view it in PDF mode. Then answer the following questions in a minimum of 2 sentences each.

1. What edits did Stewart L. Udall make to the poem (in handwriting)?
2. What is the poem’s meaning?
3. Do the edits change the work? How so or if not why not?

Part Four–Peer Editing and Reflection

Directions: With your partner, follow the steps below to peer edit each other’s poem.

1. Give your partner a focus question first. What is something you want them to look out for?
2. Read aloud your poem to your partner. Reading aloud allows you to self-edit.
3. The reviewer should ask any clarifying questions first.
4. The reviewer then has time to provide warm and cool feedback.
5. The writer should be jotting down notes as the reviewer is talking.

6. Switch roles.
7. After the review process ends, both writers should make any revisions needed.