



Exploring the Writing Process with Primary Source Materials

Lesson Topic: Revision

Lesson Plan Created By:

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Grade Levels:

6th - 8th, High School

Primary Source:

Felix Frankfurter's draft decree to enforce the Brown v. Board of Education decision, 8 April. 8 April, 1955. Manuscript/Mixed Material. <https://www.loc.gov/item/mcc.073/>.

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)

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 revision through critically analyzing a revision via primary sources from an important historical figure. Students will then also begin to revise their essays.			
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. Students will then have time to complete a quickwrite in the Think portion below. Think 1. What do you know about the Supreme Court Case, <i>Brown v. the Board of Education</i>? Write down everything you know. 2. Why is revision important? Give an example either from real life or your own academic history. 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. Teacher will write down everything the class states as knowing about <i>Brown v. Board of Ed</i> on one side and their statements about revision on another.	10 min.	They do/we do
2. Background information about "With All Deliberate Speed"	Teacher will then tell students that students will be learning about the power of revision and word choice today through a revised document in the ruling of <i>Brown v. the Board of Education</i>. Teacher will begin by setting the stage by playing the parts of the documentary "With All	10 min.	They do

	Deliberate Speed.” (Play up until 4:35) (and from 1:14:14 -1:18:58) They will then answer the following: 1. What was the problem with the wording of the phrase “With All Deliberate Speed”? 2. Did you learn anything new from these clips? If so, what? If not, what was the most important takeaway for you?		
3. Viewing of Felix Frankfurter Documents	Students will view the Frankfurter documents from the LOC website. Downloading it as a PDF helps to manipulate the text efficiently. Be sure to also read the explanatory text on the LOC website for help. While viewing and reading, keep these questions in mind and answer them after you have viewed them. 1. What revisions did Frankfurter make to the decision (in handwriting) and why? 2. How were his words, “With all deliberate speed” taken by states who wanted to keep segregation even though the courts deemed it illegal? 3. Take a look at your first draft. What are the major revisions you need to make for your second one?	15-20 min.	They do
4. Time to Begin Revising	Students will have time to complete their revisions.		They do
Reflections:			

Credits

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Name: _____ Date: _____

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<https://www.loc.gov/item/mcc.073/>.

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. What do you know about the Supreme Court Case, *Brown v. the Board of Education*? Write down everything you know.

2. Why is revision important? Give an example either from real life or your own academic history.

Part Two–*Brown v. the Board of Education* Background

Directions: Now you will learn more about the landmark *Brown v. the Board of Education* case by watching clips of the documentary “With All Deliberate Speed,” a controversial phrase in the decision. Then complete the following prompts below.

1. What was the problem with the wording of the phrase “With All Deliberate Speed”?

2. Did you learn anything new from these clips? If so, what? If not, what was the most important takeaway for you?

Part Three—Felix Frankfurter's Revision “With All Deliberate Speed”

Directions: View the Frankfurter's revision from the Library of Congress's website from the link provided. It works best to view it in PDF mode. Be sure to also read the explanatory text on the LOC website for help. Then answer the following questions in a minimum of 2 sentences each.

1. What revisions did Frankfurter make to the decision (in handwriting) and why?
2. How were his words, “With all deliberate speed” taken by states who wanted to keep segregation even though the courts deemed it illegal?
3. Take a look at your first draft. What are the major revisions you need to make for your second one?