



Exploring the Writing Process with Primary Source Materials

Lesson Topic: Revision

Lesson Plan Created By:

Gina Caneva

Grade Levels:

6th - 8th, High School

Primary Sources:

Sagan, Carl. *Cosmos: A personal voyage script draft, sequence 7/3, Brooklyn Park*. 1979. Manuscript/Mixed Material. <https://www.loc.gov/item/cosmos000102/>.

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 periods (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 the revision process via primary sources from an important American figure. Students will then also begin to revise their 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 review the aim and agenda for the lesson. Then teacher will set students up for a Think-Pair-Share Think 1. What are your earliest memories of learning about the universe? It could be from a movie, a class, a tv show, something on social media, a website, a planetarium. Describe the memory. 2. Think about times in your schooling when you were asked to revise your work? What was the process you took that gave you the best outcome? 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.	10 min.	They do/we do
2. Background information about Carl Sagan	The teacher will then introduce Carl Sagan. Teacher will then introduce Carl Sagan and tell students to choose one tab on the Carl Sagan page of the Library of Congress website. They will then write the following:	15 min.	They do

		1. Write down 1 fact you find interesting and why it is interesting. 2. 1 question you have after reading your tab 3. 1 connection to your own life/experiences/thoughts.		
	3. Viewing of Carl Sagan's <i>Cosmos</i> "The Backbone of Night"	Students will watch up until 7:56 of "The Backbone of Night" as it is the final draft related to the LOC drafts. After they watch, they will answer the questions: 1. How did Sagan's first curiosities about the universe lead him to deeper thinking about it? 2. Do you think his narration was written down and then memorized, or do you think it was improvised? Why?	20 min.	They do
	4. LOC Document Viewing	Students will have time to view Images 1-4 Sagan's Cosmos tv script. It's easiest to view this as JPEGs and select the "Image" button. This way students can see the revisions. They should answer the following questions after viewing them. 1. List 5 revisions that Sagan made to his document. 2. Did he revise more after this draft for the screen or did it stay the same? If yes, what was different? If not, what would you have added or cut out? Why?"	15 min.	They do
	5. Time to Revise	Students will have the rest of time to revise their next drafts.	30 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. What are your earliest memories of learning about the universe? It could be from a movie, a class, a tv show, something on social media, a website, a planetarium. Describe the memory.
2. Think about times in your schooling when you were asked to revise your work? What was the process you took that gave you the best outcome?

Part Two–Carl Sagan Background

Directions: Now you will learn more about scientist and astronomer Carl Sagan via an informational page from The Library of Congress. You get to choose the tab you'd like to explore. Then complete the following prompts below.

1. Write down 1 fact you find interesting and why it is interesting.
2. Write down 1 question you have after reading your page.
3. Write down 1 connection to your own life/experiences/thoughts.

Part Three– Viewing a Portion of “The Backbone of Night” from Sagan’s *Cosmos*

Directions: We will watch up until 7:56 of Sagan’s “The Backbone of Night” as it will soon relate to his drafts you will explore. After you watch, answer the following questions in complete sentences.

1. How did Sagan’s first curiosities about the universe lead him to deeper thinking about it?
2. Do you think his narration was written down and then memorized, or do you think it was improvised? Why?

Part Four–Library of Congress Document Viewing

Directions: Now, view Images 1-4 Sagan’s *Cosmos* tv script. It’s easiest to view these as JPEGs and select the “Image” button. This way you can see the revisions. Answer the following questions after viewing them.

1. List 5 revisions that Sagan made to his document.
2. Did he revise more after this draft for the screen or did it stay the same? If yes, what was different? If not, what would you have added or cut out? Why?