

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:

Terrell, Mary Church. *Mary Church Terrell Papers: Speeches and Writings, -1953; A Colored Woman in a White World, drafts; 5 of 23.* - 1953, 1866. Manuscript/Mixed Material.

<https://www.loc.gov/item/mss425490650/>.

Terrell, Mary Church. *Mary Church Terrell Papers: Speeches and Writings, -1953; A Colored Woman in a White World, drafts; 16 of 23.* - 1953, 1866. Manuscript/Mixed Material.

<https://www.loc.gov/item/mss425490661/>.

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 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. Have you ever stood up for a cause or tried to make change in your neighborhood or school community? Explain. If not, have you ever stood up against someone doing harm to another (verbal, physical). Write about that situation. 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 Mary Church Terrell	The teacher will then introduce Mary Church Terrell. Students will watch the ABC-7 video about her life. They will then write the following: 3. Write down 2 facts you find interesting and why they are interesting. Then they will watch the PBS video about her helping to desegregate restaurants in Washington D.C. Then they will write the following: 4. How did Mary's education help her activism and desegregating restaurants?	15 min.	They do
	3. Viewing of Mary Church Terrell Papers	Students will view draft 1 and draft 2 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. 5. What revisions did Terrell make to her work? Why do you think she made them? 6. What did you learn about her from her own writing that the videos didn't cover?	15-20 min.	They do
	4. Time to Begin Drafting	Students will have time to revise.	10 min.	They do
	Reflections:			

Credits

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Name: _____ Date: _____

EXPLORING THE WRITING PROCESS WITH PRIMARY SOURCE MATERIALS



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Primary Source: Terrell, Mary Church. *Mary Church Terrell Papers: Speeches and Writings*, -1953; *A Colored Woman in a White World*, drafts; 5 of 23. - 1953, 1866. Manuscript/Mixed Material. <https://www.loc.gov/item/mss425490650/>.

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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. Have you ever stood up for a cause or tried to make change in your neighborhood or school community? Explain. If not, have you ever stood up against someone doing harm to another (verbal, physical). Write about that situation.

2. Think about times in your schooling when you were asked to revise your work? What was the process that you took that gave you the best outcome?

Part Two—Mary Church Terrell Background

Directions: Now you will learn more about civil rights activist Mary Church Terrell by an interview with her biographer from ABC and a short video from PBS. Then complete the following prompts below.

After Video 1

1. Write down two facts you find interesting and why they are interesting.

After Video 2

2. How did Mary's education help her activism and desegregating restaurants?

Part Three– Viewing Mary Church Terrell's Papers

Directions: View Terrell's revision from the Library of Congress's website from the link provided. It works best to view it in PDF mode with the text. Then answer the following questions in a minimum of 2 sentences each.

1. What revisions did Terrell make to her work? Why do you think she made them?
2. What did you learn about her from her own writing that the videos didn't cover?
3. Take a look at your first draft. What are the major revisions you need to make for your second one?