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NEH Workshop on Eudora Welty

Lesson Plan /Unit

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Students: GED classes are made up of the following groups of students:

Grade Level 3.0 – 6.9

Grade Level 7.0 – 9.9

Grade levels 10.0 – 12.9

Time Frame:

Each week GED students are required to write an essay. Even though the unit itself will be in a one month time frame, there will be an ongoing effort to tie in the objectives of this unit to the weekly reading and essay writing.

Unit Concept:

The GED classes are made up of many ethnic groups. Ms. Welty's writings will be used as base reading to analyze the use of ethnicity in writing.

General Goal:

To encourage reading and the expansion of knowledge of literature and to expand the student's writing skills.

Specific Objectives:

1. To teach the differences between certain types of literature such as essays, short stories, memoirs, fiction, non-fiction
2. To teach about specific styles of writing
3. To have each student experience reading selected writings of Ms. Welty's
4. To have each student complete a writing of their own in any style or form
5. To complete an essay following the GED guidelines

Required Materials:

1. Excerpts and/or the entirety of Ms. Welty's stories including "The Whistle", "A Worn Path", "Music from Spain", "Why I Live at the P.O." and "Moon Lake"

2. The essays, “The Little Store” and “A Sweet Devouring”
3. Excerpts from the memoir, One Writer’s Beginning
4. An audio/visual presentation of photographs of Ms. Welty and the South
5. Additional writings as needed from Ms. Welty or other authors
6. A film of a selected work of Ms. Welty (to be announced)
7. Art, music or other objects symbolic of the South

#### Introduction:

The instructor will moderate all activities. A discussion of cultural groups within the GED classroom will be the starting point. After an introduction to Ms. Welty and the South, an audio/visual of photographs chosen for this unit will be presented along with the reading of excerpts from the selected literature.

#### Strategies:

Because of the nature of the GED Program, discussion and brainstorming will be encouraged in this study. Individual activities are not conducive to the time frame of the students; however, group strategies are usually successful.

#### Activities:

1. A time line of readings from childhood to the present will be completed on the white board by the class as a whole.
2. A “First Impressions” board activity starting with the “South” and moving on to some of the students’ impressions of other cultures will be discussed.
3. Using sentences from Ms. Welty’s writings, students will correct daily edits which will be graded by the instructors.
4. Each student will draw an item, scene or portrait symbolic of their cultural background. The pictures will be displayed on the bulletin boards.
5. Each student will write a story about landmarks in their life. These will be shared with the class.

6. Each student will complete an essay of choice according to the GED Guidelines for Essays.

Culmination Activity:

These students enjoy sharing “pot luck” lunches; therefore, each person will bring a dish typical of their ethnic background to the lunch.