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## **Eudora Welty in a High School Humanities Classroom**

### **Unit Goals**

- develop research skills
- develop oral presentation skills
- increase use of technology
- synthesize information
- increase organizational skills

### **Specific Instructional Objectives**

National Council of Teachers of English (<http://www.ncte.org/about/over/standards/110846.htm>)

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

National History Standards (<http://nchs.ucla.edu/standards/era9-5-12.html#E>)

Standard 4A: The student understands the “Second Reconstruction” and its advancement of civil rights.

- Explain the resistance to civil rights in the South between 1954 and 1965.
- Assess the reasons for and effectiveness of the escalation from civil disobedience to more

radical protest in the civil rights movement.

### **Strategies for Teaching Objectives**

- Warm-up activity: have students identify a personal experience related to place and explore their feelings about it in a writing activity.
- Have students read excerpts from *One Writer's Beginnings*.
- Read and discuss various short stories by Welty. Compare and contrast them with the autobiography constructed by Welty in *One Writer's Beginnings*.
- Compare Welty's fiction (e.g., "Where Is the Voice Coming From?" and "The Demonstrators") with memoirs of the civil rights era (e.g., Anne Moody's *Coming of Age in Mississippi*) and newspaper articles from the civil rights era.
- Look at Welty's letter to the editor in the *Clarion Ledger* about the Medgar Evers' murder and compare it with her essay "Must the Novelist Crusade?"
- Model research procedures (note-taking, citation, etc.).
- Incorporate visual media presentation resources (e.g., PPT, smart boards, etc.).
- Additional enrichment activities: (1) create a verbal and visual collage of the civil rights era; (2) identify local places and produce a detailed descriptive reflection, using Welty as a model; (3) use a photograph of Welty as a springboard for a writing exercise.

### **Assessments for Objectives**

Each student will create a scrapbook based on Welty's life. It will include the following components:

- a cover
- a sentence outline for the research paper
- a research paper
- a timeline
- artifacts (awards, letters, photographs, etc.)
- copies of 3 newspaper articles related to Welty & summaries of them

Each student will present the scrapbook to the class. The presentation must include some sort of visual, such as PPT or a storyboard.

It is recommended to have intermediate deadlines for different parts of the assignment. The project should be assigned on day 1 of the semester and be due at the end of the quarter.