

TEACHER: Carrie Chaney  
TITLE OF TEXT: “The Whistle”  
COURSE: English II

DATE: Day 1  
GRADE-LEVEL: 10  
UNIT TOPIC: Mississippi Writers

<b>Objectives/Competencies:</b>	<b>Unit objectives:</b> <ul style="list-style-type: none"><li>- TSW analyze literature from five Mississippi writers.</li><li>- TSW develop knowledge of each writer’s biography.</li><li>- TSW use biographical knowledge to help in understanding a literary work.</li><li>- TSW compose responses to literature.</li></ul> <b>Lesson objectives:</b> <ul style="list-style-type: none"><li>- TSW analyze literary elements in multiple texts for their effect on meaning.</li><li>- TSW compose responses to literature.</li><li>- TSW use facts about Eudora Welty’s life to help understand her work.</li></ul>
<b>Instructional Materials &amp; Resources:</b>	<ul style="list-style-type: none"><li>- “The Whistle” (short story)</li><li>- Internet research questions</li><li>- Discussion Questions</li><li>- Writing prompt</li></ul>
<b>Assessment Activities:</b>	<b>Unit Assessment:</b> <ul style="list-style-type: none"><li>- Discussion test</li></ul> <b>Lesson Assessment:</b> <ul style="list-style-type: none"><li>- Checklist for effective group work, discussion, presentation.</li><li>- Journal entry/writing prompt</li></ul>
<b>Strategies for Teaching:</b>	<ul style="list-style-type: none"><li>- TSW research facts about Welty’s life and the lives of sharecroppers on the internet in groups. <a href="http://www.olemiss.edu/mwp/dir/welty_eudora/index.html">http://www.olemiss.edu/mwp/dir/welty_eudora/index.html</a>.</li><li>- TS and TTW discuss findings after students finish the research.</li><li>- TSW read the story aloud using the popcorn method.</li><li>- In groups of three, TSW discuss and answer questions from handout presenting their findings to the class.</li><li>- TSW complete a one–page journal entry from a given writing prompt.</li></ul>

TEACHER: Carrie Chaney  
TITLE OF TEXT: “Flowers for Marjorie”  
COURSE: English II

DATE: Day 2  
GRADE-LEVEL: 10  
UNIT TOPIC: Mississippi Writers

<b>Objectives/Competencies:</b>	<b>Unit objectives:</b> <ul style="list-style-type: none"><li>- TSW analyze literature from five Mississippi writers.</li><li>- TSW develop knowledge of each writer’s biography.</li><li>- TSW use biographical knowledge to help in understanding a literary work.</li><li>- TSW compose responses to literature.</li></ul> <b>Lesson objectives:</b> <ul style="list-style-type: none"><li>- TSW analyze literary elements in multiple texts for their effect on meaning.</li><li>- TSW compose responses to literature.</li></ul>
<b>Instructional Materials &amp; Resources:</b>	<ul style="list-style-type: none"><li>- “Flowers for Marjorie” (short story)</li><li>- Discussion Questions</li><li>- Compare/Contrast Prompt</li></ul>
<b>Assessment Activities:</b>	<b>Unit Assessment:</b> <ul style="list-style-type: none"><li>- Discussion test</li></ul> <b>Lesson Assessment:</b> <ul style="list-style-type: none"><li>- Reading Comprehension Quiz</li><li>- Checklist for effective group work and discussion.</li><li>- Journal entry</li></ul>
<b>Strategies for Teaching:</b>	<ul style="list-style-type: none"><li>- TSW take a quiz on “Flowers for Marjorie” after reading the story for homework the previous night.</li><li>- In groups of three, TSW discuss and answer questions from handout presenting their findings to the class.</li><li>- TSW discuss the similarities/differences in the themes of both Welty stories using corresponding handout.</li><li>- TTW complete a one–page journal entry from a given writing prompt.</li></ul>

### Internet Research Questions – Eudora Welty and Sharecropping

Log onto [http://www.olemiss.edu/mwp/dir/welty\\_eudora/index.html](http://www.olemiss.edu/mwp/dir/welty_eudora/index.html) and [http://www.english.uiuc.edu/maps/poets/a\\_f/brown/sharecropping.htm](http://www.english.uiuc.edu/maps/poets/a_f/brown/sharecropping.htm) to find the answers.

1. What was Welty's first published story?
2. Name two awards Welty won during her career.
3. In what city was Welty born? List the streets on which her houses were located.
4. What is the name of the best-selling book about her writing life? When was it published?
5. List the members of her family.
  - Mother
  - Father
  - Brothers
6. List the three schools she attended.
7. For what government agency did she work in the 1930's?
8. What was her major accomplishment during the years she worked for this agency?
9. What is the title of Welty's first collection of stories?
10. What was Welty's next book, published in 1946?
11. List two other Welty books.
12. Welty's lectures at what college became *One Writer's Beginning*?
13. List the two Welty short stories that do not appear in a collected volume.
14. What is the name of Welty's collection of interlocking short stories?
15. List the dates of Welty's life.
16. Define sharecropping.
17. Why was sharecropping another form of slavery?
18. Did sharecropping apply only to black farmers?
19. Describe the conditions in which the sharecroppers lived.

### Discussion Questions for “The Whistle”

Answer each question. Use passages from the text to support your answer. Be specific.

1. What is the tone of the story?
2. What is the setting of the story and how does the setting reflect the overall tone?
3. Describe Sara’s dream (p. 71) and explain its significance to the plot.
4. What was Sara and Jason’s relationship like? How is the relationship reflected by the story’s dialogue?
5. “His lips opened in the dark, and in and out he breathed, in and out, slowly and with a rise and fall, over and over, like a conversation or a tale – a question and a sigh” (70). How does this line explain Sara and Jason’s relationship?
6. Why did Sara and Jason take off their clothing to cover the plants?
7. Why was Jason burning the furniture such a “rare, strange thing”?
8. How was Sara and Jason’s relationship changed at the end of the story?
9. What brought about this change?
10. At the end of the story, Sara breaks the silence by saying “Jason ...” What does this indicate?
11. Explain how the whistle could “exact something further from their lives.”
12. What is the theme of the story?

**Journal Entry Writing Prompt.** In a one-page essay, explain how Welty’s life may have influenced the writing of “The Whistle.” Use specific examples from the text and your internet research.

### **Discussion Questions for “Flowers for Marjorie”**

Answer each question. Use passages from the text to support your answer. Be specific.

1. What is the tone of the story?
2. Describe Howard’s mood and explain how his mood reflects the overall tone.
3. Describe Marjorie’s mood.
4. What is/are the reason(s) for the characters’ different moods?
5. Why did Howard kill Marjorie?
6. What was his emotional state like as he left the apartment?
7. Why did the money that he won from the slot machine sicken him?
8. What is the significance of the scene with Miss Ferguson?
9. What is the function of the clock that Howard throws from the window then sees again before he reenters the apartment?
10. What is the significance of the roses that he “brought” to Marjorie?
11. Why did he tell the policeman that he killed Marjorie?
12. What is the theme of the story?

**Journal Entry Writing Prompt.** In a one-page essay, compare and contrast the themes of “The Whistle” and “Flowers for Marjorie.” Use specific examples from the text to support your thesis.

