

**Lesson Plan**  
**Short Story “Where Is That Voice Coming From?”**  
**by Eudora Welty**

**Plan by NEH Landmark Eudora Welty workshoppers**  
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Applicable to language arts, 9-12, and American history  
Estimated lesson length: four 45-minute periods

**Materials:**

Copies of the short story “Where Is the Voice Coming From?” by Eudora Welty.  
“Medgar Evers” segment from video *Civil Rights Martyrs*; length 12 minutes

**Objectives:**

Language arts:

1. Examine similarities and differences between the short story and the actual events.
2. Develop vocabulary.
3. Develop oral reading confidence.
4. Compose through writing.
5. Share individual writing with others.
6. Reinforce word processing skills.

American history:

1. Study the modern American Civil Rights Movement.
2. Identify the role of Medgar Evers in American history.
3. Identify discrimination as a factor in human behavior.

**Activities:**

1. Define discrimination. List on the marker board specific examples of when individual students have felt discriminated against.
2. Complete vocabulary study related to the story.
3. Read the short story “Where Is the Voice Coming From?”
4. Complete the “Hand” analysis on the story. Ask whether this story is suitable for completion of a “Hand” analysis.
5. Watch the video about Medgar Evers from the video *Civil Rights Martyrs*.
6. Complete a Venn diagram comparing and contrasting the elements of the short story with the factual elements from the video.
7. Write: Tell about a time that you have felt discriminated against. Use the word *discriminated* or *discrimination*. Be prepared to share your writing with a small group within the classroom. Use 3 or more active voice verbs. Word process.

**Evaluation:**

1. Check the following for accuracy:
  - a. vocabulary
  - b. “Hand” analysis
  - c. Venn diagram
2. Check the writing for required elements.

**Optional, additional suggested activities:**

1. Write a report about the life and work of Medgar Evers.
2. Choose another Civil Rights Martyr and prepare a report about him or her.
3. View the movie Ghosts of Mississippi.
4. Study 3 or more ways the idea of ghosts is used in the motion picture Ghosts of Mississippi. Prepare a written composition with your ideas.
5. List 3 or more ways you see discrimination in American society today. Prepare a written composition with your ideas.
6. Draw a scene from the first page of the story. You may draw either from the paragraph beginning “So you leave...” or “And there was....” Include a visual depiction of every visual element in the paragraph that you can. Do not worry about your drawing ability, but do add color.
7. Edit your written composition with your instructor, gather images (pictures) from the internet, and make a poster to mount on the wall.
8. Write a letter to the editor pointing out the unfairness of some discriminatory behavior in your community. Mail your letter to the local newspaper.

Vocabulary study, "Where Is That Voice Coming From?"

Integrate

Voting rights

Assassinate

Civil right