

Tell About the South II: Poets and Prophets
EUDORA WELTY

Lesson Plan created by Treasure Williams, Memphis

1. Overview

- a. After viewing *Tell About the South II: Poets and Prophets* and paying particular attention to the section on Eudora Welty, students will discuss Welty's photography work and how it may have enhanced her writing. The following lesson focuses on photojournalism, and how it helps to enlighten us regarding cultures that are not our own. At the lesson's culmination, students will create a photographic slide show that is thematic in nature.
- b. Grade Level (9-12)
- c. Time Allotment: Two 55 minute class meetings.*

2. Instructional Objectives

- Students will create a photographic slide show that is thematic in nature.
- **English II Writing Content Standard #1:** The student will develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.
- **English II Viewing and Representing Content Standard #3:** The student will use, read, and view media/technology and analyze content and concepts accurately.

3. Materials

- a. 1 copy of *Tell About the South II: Poets and Prophets* video
- b. Discussion Questions: (1) *What factors may have contributed to Welty's remaining unmarried?* (2) *In what ways was Welty a victim of regionalism?* (3) *What did poet Rita Dove mean when she described Welty's work as "revolutionary"?*
- c. Computer access <http://www.olemiss.edu/mwp/index.html>

4. Instructional Procedures

- *Set (Introduction):* We've all had the experience of being particularly struck by a photograph. Photography is art in and of itself and photojournalism is a well-respected profession. In this lesson, you will use the *Tell About the South II: Poets and Prophets* video, the discussion questions, the World Wide Web, and digital cameras create a photographic slide show that is thematic in nature.
- **Instruction (Body)**
 - *Day 1 (55 minutes):* Students will view *Tell About the South II: Poets and Prophets* video

Takes place prior to start of lesson

- *Day 2 (35 minutes)*: Students will finish viewing *Tell About the South II: Poets and Prophets* video. The remainder of the class should be spent answering the discussion questions.
- *Day 3 (15 minutes)*: The teacher should refresh students' memories regarding *Tell About the South II: Poets and Prophets* video. Passing out graded discussion questions would be a good way to do this. *Day 3 (10 minutes)*: Next, the teacher should pass out copies of Pulitzer prize winning photos, and introduce the photo slideshow assignment, explaining that along with the discussion questions, the slideshow is how students will be assessed during this min-unit. *Day 3 (10 minutes)*: The teacher should then distribute laptops, or sit students at pc's. Then the teacher should take students to <http://www.libs.uga.edu/gawriters/index.html>, and <http://pulitzer.org/> allow them to read about Eudora Welty, view prize winning photos and advise them to add the sites to their "Favorites" list. *Day 3 (remaining 20 minutes)*: the teacher should then give a basic tutorial on how to use the digital cameras, and how to upload, save and display pictures using the computer. The teacher should make sure every student understands this process.
- *Day 4 (10 minutes)*: The teacher will distribute the digital cameras. The teacher will make certain that each student has enough memory or a memory card, and that each student understands that they must finish their photography by the end of the class period. *Day 4 (30 minutes)*: Students should use this time to go out and complete their photography. *Day 4 (remaining 15 minutes)*: the teacher should be prepared to give some tips on how to use captions and a thematic idea to pull together their slideshow.
- *Day 5 (55 minutes)*: Students should present slideshows
- **Closure (Conclusion)**
 - As students are presenting, the teacher may want to ask students to make note of one positive aspect of the presentation and one negative aspect, giving them a grade for peer assessment. If there is enough time, students could also be required to share their verbal feedback/critique at the end of each presentation. The slideshows could be placed on "loop continuously" in order to create a multimedia exhibit for other classes to view. Photos could also be matted on construction paper, and displayed in the room.

5. Supplemental Activities

- d. *Plans and/or websites for "further study"*: In addition to the websites included in this lesson, students may want to go to <http://sparkotes.com/>, and read summaries of Eudora Welty's work

- e. *Independent practice*: Students may want to research Welty's photography and create a slide show of the photos they find.
- f. *Independent review*: Using the public library, students may want to check out Welty's short story collections.
- g. *Re-teaching, and/or enrichment*: Students may want to create a thematic scrapbook of personal photos.

*Since *Tell About the South II: Poets and Prophets* video is 90 minutes long, this lesson can provide the "product demonstration" in a week long mini-unit on southern writers.