

Alabama Authors and History

Teacher: Carrie Tidwell, Opelika High School

Grades: 10 or 11 (U.S. History)

Goals/Objectives:

- Obtain information about Alabama authors from *This Goodly Land*
- Summarize events that happened in an author's life and organize them to display on a timeline.
- Using prior knowledge, and research if necessary, identify historical events happening at the same time in this country. Display these on a timeline.
- Compare the author's timeline to your historical timeline and describe any possible correlation between the author's works and the events on the timelines.

Curriculum Standards:

Information Literacy Objectives. Literacy Partners: A Principal's Guide to an Effective Library Media Program for the 21st Century. (2000) "Appendix b K-12 Information Objectives." Tenth and Eleventh Grade.

(<http://www.alsde.edu/general/LiteracyPartners.pdf>)

10th grade

- Locate information and examples related to the culture of various eras or periods.
- Recognize Alabama authors and their contributions from statehood to the 1900s.

11th grade

- Recognize the style of selected American authors (1900 to the present)
- Compare similar information from different regions or time periods.

Alabama Course of Study Objectives for 10th and 11th grade (United States History)
Alabama State Department of Education (www.alsde.edu/html/sections/)

(The author the student is using determines which objectives are met. Different time periods deal with the different objectives.)

10th grade:

- Relating events in Alabama from 1781-1823 to those of a developing nation.
- Describing Alabama's role in the developing sectionalism of the United States from 1819 to 1861.
- Explaining Alabama's involvement during the Civil War.

11th grade

- Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I. Example: development of Birmingham

- Analyzing political and social motives that shaped the 1901 Constitution of Alabama to determine their long-term effects on politics and economics in Alabama.
- Determining the influence of the Niagara Movement, Booker T. Washington, W.E.B. DuBois on the Progressive Era.
- Identify Alabama's significant contributions to the United States between Reconstruction and World War I including those of William Gorgas, Joe Wheeler, and John Tyler Morgan.
- Describe the impact of social changes and influences of key figures in the United States from World War I through the 1920s. Ex. Zelda Fitzgerald.
- Identify notable authors of the period. Examples: John Steinbeck, William Faulkner, Zora Neale Hurston.
- Explaining Alabama's participation in World War II
- Identify people and events in Alabama that influenced the modern Civil Rights Movement.

Alabama Course of Study for English Language Arts (10th and 11th grade)

Appreciate various forms and styles of recognized works of literature representative of various cultures, eras, and ideas.

Pre-lesson Activities:

Ask students to brainstorm and see if they know any authors from Alabama.

Call out some names to see if they have heard of them, and then tell the students where they are from.

Activities: Students will be divided into pairs. Students will be given posters or butcher paper on which they will make two timelines.

1. Each group will be assigned an Alabama author. They are to use the information from *This Goodly Land* (www.alabamaliterarymap.org) to make a timeline of that author's life. Timelines should have at least seven to ten events. They may include birth, schooling, marriage, when a work was published, death if applicable, etc.

2. Each group will make a second timeline showing other historical events that happened during the author's life. These do not have to be related to the author. They can be anything from American history. Students should try to find a few things from Alabama history to include. Students can use textbooks, resources in the library, and Alabama Virtual Library to find this information. Timelines will cover different periods-Civil War, early 1900s, Civil Rights Era, etc.

** Each timeline must clearly show the dates and events, and should include some pictures or illustrations.

3. Students will then study the timelines and determine if there is any correlation to the historical events and the work of the author. For example, if the author grew up during the Civil Rights Movement, is that time reflected in his or her writings?

Materials:

Computers-students will need access to the Internet for research.

Print library resources.

Paper for timelines

Supplies for creating timelines-scissors, markers, colored pencils, etc.

Resources:

Alabama online literary map, *This Goodly Land*

(www.alabamaliterarymap.org/authors.cfm)

Alabama Virtual Library (www.avl.lib.al.us)

Various printed resources/reference books in the library

The Americans published by McDougal Littell, copyright 2005 (textbook)

Other curriculum connections:

This might spark an interest in reading more by Alabama authors. Some authors such as Hurston are studied in English class so this might help reinforce that information as well as allow the students to review and teach each other about history.

Assessment:

1. Timelines will be graded to make sure students followed directions and were accurate with events.
2. Students will write a report that includes the following.
 - A brief discussion about the author.
 - A short description of the events they put on their second timeline.
 - Any correlation between the author's work and time period in which they lived, giving specific examples.
3. Students display their timelines and present their findings to the class.