



ONLINE RESOURCES FOR ELA TEACHERS AT THE SECONDARY LEVEL

Humanities Texas educational programs provide a range of resources that support English and language arts instruction. The following guide highlights digital resources from our educational programs available on the Humanities Texas website, including videos from past teacher institutes, *A President's Vision* curriculum materials, pages from the Author Index, documents from our Digital Repository, and articles from the Humanities Texas monthly e-newsletter.

READING AND UNDERSTANDING LITERARY, PERSUASIVE, AND INFORMATIONAL TEXTS

POETRY

Teacher Institute Lectures:

Evan B. Carton, [“Teaching the Poetry of the Civil War”](#)

Betty Sue Flowers, [“How to Read a Poem”](#)

Coleman Hutchison, [“Teaching Students to Care and Think About Poetry”](#)

Naomi Shihab Nye, [“Walking Through an Open Door: Encouraging Creative Writing with Young People”](#)

Author Index:

The Author Index aims to situate authors within their original cultural and historical context as well as reveal the ways in which they and their work have been received.

[Emily Dickinson \(1830–1886\)](#)

[Charlotte Perkins Gilman \(1860–1935\)](#)

[Langston Hughes \(1902–1967\)](#)

Humanities Texas E-Newsletter Articles:

Evan B. Carton, [“Teaching the Poetry of the Civil War”](#)

Brian Yothers, [“Poetic Voices”](#)

Coleman Hutchison, Betty Sue Flowers, and Naomi Shihab Nye, [“Teaching and Understanding Poetry”](#)

Dave Oliphant, [“Remembering Miguel González-Gerth and His Bilingual Poetry”](#)

DRAMA

Teacher Institute Lectures:

J. Dennis Huston, [“Approaches to Teaching *Romeo and Juliet*”](#)

J. Dennis Huston, [“Approaches to Teaching *A Midsummer Night's Dream*”](#)

David Kornhaber, [“Arthur Miller and Twentieth-Century American Drama”](#)

David Kornhaber, [“Dramatic Voices”](#)

David Kornhaber, [“Teaching Drama”](#)

David Kornhaber, [“Teaching Drama” Q&A](#)

John P. Rumrich, [“Shakespearean Tragedy”](#)

John P. Rumrich, [“Approaches to Teaching *Macbeth*”](#)

Humanities Texas E-Newsletter Article:

Frances Leonard and Ramona Cearley, [“A Conversation with Horton Foote”](#)

FICTION

Author Index:

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[Nathaniel Hawthorne \(1804–1864\)](#)

[Charlotte Perkins Gilman \(1860–1935\)](#)

[Sui Sin Far, or Edith Maude Eaton \(1865–1914\)](#)

[Stephen Crane \(1871–1900\)](#)

[Zora Neale Hurston \(1891–1960\)](#)

Teacher Institute Lectures:

Katherine Henninger, [“Childhood as a Lens in Teaching Fiction: Themes, Context, Technique”](#)

Maryse Jayasuriya, [“Teaching Fiction—Text and Context”](#)

Maryse Jayasuriya, [“Teaching Fiction—Text and Context” Q&A](#)

Naomi Shihab Nye, [“Walking Through an Open Door: Encouraging Creative Writing with Young People”](#)

Humanities Texas E-Newsletter Article:

Gary Kent, [“Voice of the Valley: An Interview with Rolando Hinojosa-Smith”](#)

LITERARY NONFICTION

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[Sui Sin Far/Edith Maude Eaton \(1865–1914\)](#)

Teacher Institute Lecture:

John Phillip Santos, [“The Ancestral Journey to Now: Reading and Writing Memoir in Search of the Cosmic Self”](#)

Humanities Texas E-Newsletter Article:

[“Black Like Me: A Book for Our Time”](#)

SPEECHES & OTHER PERSUASIVE TEXTS

A President’s Vision:

George Washington, [“Farewell Address, 1796”](#)

Abraham Lincoln, [Draft of the “Gettysburg Address, 1863”](#)

Abraham Lincoln, [“Second Inaugural Address, 1865”](#)

Frederick Douglass, [“Expression of Gratitude for Freedom, 1876”](#)

Franklin D. Roosevelt, [Excerpt from a fireside chat on economic conditions, 1938](#)

Ronald Reagan, [“A Time for Choosing, 1964”](#)

Lyndon Baines Johnson, [“The Great Society, 1965”](#)

Lyndon Baines Johnson, [Excerpt from “To Fulfill These Rights, 1966”](#)

Ronald Reagan, [“Farewell Address, 1989”](#)

Theodore Roosevelt, [Excerpt from “Eighth Annual Message to Congress”](#)

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[Charlotte Perkins Gilman \(1860–1935\)](#)

EXPOSITORY TEXTS

A President's Vision:

Second Congress, [“Report on Manufacturers” \(1791\)](#)

UNDERSTANDING TEXTS IN HISTORICAL & CULTURAL CONTEXTS

Teaching Institute Lectures:

Andres Lopez, [“Teaching Mexican American Literature”](#)

Andres Lopez, [“Teaching Mexican American Literature” Q&A](#)

Sarah Ruffin Robbins, [“Teaching American Literature”](#)

Sarah Ruffin Robbins, [“Teaching American Literature” Q&A](#)

The Author Index

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[Benjamin Franklin \(1706–1790\)](#)

[Nathaniel Hawthorne \(1804–1864\)](#)

[Emily Dickinson \(1830–1886\)](#)

[Charlotte Perkins Gilman \(1860–1935\)](#)

[Sui Sin Far, or Edith Maude Eaton \(1865–1914\)](#)

[Stephen Crane \(1871–1900\)](#)

[Zora Neale Hurston \(1891–1960\)](#)

[Langston Hughes \(1902–1967\)](#)

CONSIDERING LITERATURE IN ITS HISTORICAL CONTEXT

Teacher Institute Lectures:

Brian Bremen, [“Teaching the Harlem Renaissance: Annotation, Text, and Context”](#)

Robert S. Levine, [“What is the American Literary Tradition? An Editor’s Perspective”](#)

Eric Lupfer, [“Producing American Literature”](#)

Sarah Ruffin Robbins, [“Teaching American Literature”](#)

Sarah Ruffin Robbins, [“Teaching American Literature” Q&A](#)

Claudia Stokes, [“Connecting Students to Nineteenth-Century Literature”](#)

Claudia Stokes, [“Connecting Students to Nineteenth-Century Literature” Q&A](#)

NINETEENTH-CENTURY AMERICAN LITERATURE

General

Teaching Institute Lectures:

Sarah Ruffin Robbins, [“Teaching American Literature”](#)

Sarah Ruffin Robbins, [“Teaching American Literature” Q&A](#)

Claudia Stokes, [“Connecting Students to Nineteenth-Century Literature”](#)

Claudia Stokes, [“Connecting Students to Nineteenth-Century Literature” Q&A](#)

Early National Period (1776–1855)

Teacher Institute Lecture:

Coleman Hutchison, [“Writing the New Nation, North and South”](#)

From Romanticism to Realism (1855–1870)

Teacher Institute Lectures:

Daina Ramey Berry, [“The Life and Achievements of Frederick Douglass”](#)

Evan Carton, [“Writing Slavery and Abolition”](#)

Evan Carton, [“Nature, God, and Mankind’s Opinions: Abraham Lincoln, John Brown, and Henry David Thoreau with Respect to the Law”](#)

Randall Fuller, [“Writing the Civil War”](#)

Humanities Texas E-Newsletter Article:

Randall Fuller, [“How the Civil War Transformed American Literature”](#)

Regionalism and Naturalism (1870–1910)

Teacher Institute Lectures:

Phillip J. Barrish, [“The Immigrant’s Story”](#)

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[Sui Sin Far/Edith Maude Eaton \(1865–1914\)](#)

TWENTIETH-CENTURY AMERICAN LITERATURE

The Harlem Renaissance and Modernism (1910–1940)

Teacher Institute Lectures:

James H. Cox and Michael Soto, [“American Literature of the 1920s”](#)

James H. Cox and Michael Soto, [“American Literature of the 1920s” Q&A](#)

Betty Sue Flowers, [“American Literature, 1920–1939”](#)

Coleman Hutchison, [“Teaching the Twentieth-Century Literature of the Civil War”](#)

David Kornhaber, [“Arthur Miller and Twentieth-Century American Drama”](#)

David Kornhaber, [“Dramatic Voices”](#)

Debra A. Modellmog, [“The World at War”](#)

Jennifer M. Wilks, [“The Harlem Renaissance”](#)

Humanities Texas E-Newsletter Article:

Cary D. Wintz, [“The Harlem Renaissance: What Was It, and Why Does It Matter?”](#)

Primary Sources from the Digital Repository:

[The Negro American Magazine, October 1928](#)

Online Educational Resources:

[The Harlem Renaissance](#)

Contemporary Literature

Teacher Institute Lecture:

Thomas DiPiero, [“Harper Lee and *To Kill a Mockingbird*”](#)

Humanities Texas E-Newsletter Article:

Thomas DiPiero, [“It’s Not Kids’ Stuff: Teaching *To Kill a Mockingbird*”](#)

TEXAS LITERATURE

Teacher Institute Lectures:

Steven L. Davis, [“Texas Voices”](#)
Amy Earhart, [“Teaching Texas Literature”](#)
Amy Earhart, [“Teaching Texas Literature” Q&A](#)

Humanities Texas E-Newsletter Article:

Steven L. Davis, [“Texas Literature: The First 470 Years \(Give or Take a Few Days\)”](#)

TEACHING SHAKESPEARE

Teacher Institute Lectures:

J. Dennis Huston, [“Approaches to Teaching *Romeo and Juliet*”](#)
J. Dennis Huston, [“Approaches to Teaching *A Midsummer Night’s Dream*”](#)
John P. Rumrich, [“Shakespearean Tragedy”](#)
John P. Rumrich, [“Approaches to Teaching *Macbeth*”](#)

Humanities Texas E-Newsletter Articles:

[“‘Let Wonder Seem Familiar:’ A History of Shakespeare at Winedale”](#)
Catherine Loomis, [“Shakespeare as a Teenager”](#)

TEACHING RESEARCH, WRITING, AND COMMUNICATION SKILLS

Teacher Institute Lectures:

Oscar H. Cásares, [“Teaching Students to Read Like Writers”](#)

[A President’s Vision](#)

An innovative suite of U.S. history curriculum materials, *A President’s Vision* examines the aspirations of notable U.S. presidents and the programs and initiatives that advanced each man’s vision. While the resources in this series are predominantly used by history teachers, they also provide an opportunity for curricular crossover between literary and historical study, particularly since each of the seven posters is itself a persuasive text. Put another way, each poster makes a historical argument using not only text but also visual elements and strategic design. ELA teachers and their students can review the posters and examine them as persuasive texts. What argument does each poster make about the featured president? What evidence did the poster designers use to support their argument? Does the poster design contribute to (or detract from) the designers’ intentions? [Having students design their own posters is a great way for students to learn historical lessons while also developing their research and communications skills.](#)

[Texas Originals](#)

Texas Originals is a radio series profiling individuals who have had a profound influence upon Texas history and culture. Because each episode is two minutes in length, scripts can be no more than 225 words. Hence, the series compels students to think about the decisions that historians and writers make in the real world. Review several of the scripts with your students and ask, how does each script open? What information is immediately presented? How does that set the mood for the profile, and/or how does it engage the listener/reader? Why do you think the author arrived at this particular organization of information? What story does the script ultimately tell about the subject? Students can conduct their own research to identify *other* stories that might have been told about the subjects. We recommend having students write their own *Originals* episode on whomever they choose—an author, a historical figure, a family member, a role model, etc.—following the same strictures that our script writers must follow: 225 words, engaging, historically accurate, and providing a sense of the individual’s historical significance. During this process, the educator should emphasize the need to tell appropriate stories and encourage students to develop meaningful narratives. Provided below are some example episodes:

[Stephen F. Austin](#), Empresario, “Father of Texas”
[Amelia E. Barr](#), Mid-nineteenth-century writer
[Nettie Lee Benson](#), Historian and archivist
[Mody Coggin Boatright](#), Folklorist and oral history pioneer

[Amon G. Carter](#), Creator and publisher of the *Fort Worth Star-Telegram*
[Bessie Coleman](#), First black female aviator
[Edna Ferber](#), Pulitzer Prize-winning author
[Miriam “Ma” Ferguson](#), First female governor of Texas
[Jovita González](#), Pioneering folklorist and educator
[Sam Houston](#), Iconic Texas military and political leader
[Barbara Jordan](#), First black woman elected to the Texas Senate
[Mollie Evelyn Moor Davis](#), Influential writer from the nineteenth century
[Álvar Núñez Cabeza de Vaca](#), Spanish explorer
[Américo Paredes](#), Mexican American author
[Quanah Parker](#), Comanche war leader of the Quahadi during the Red River War
[Katherine Anne Porter](#), Pulitzer Prize-winning author
[Melvin B. Tolson](#), Texas poet and equal rights advocate