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:**
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:**
David Kornhaber, *“Dramatic Voices“*
David Kornhaber, *“Arthur Miller and Twentieth-Century American Drama”*
John P. Rumrich, *“Shakespearian Tragedy”*
John P. Rumrich, *“Approaches to Teaching Macbeth”*
J. Dennis Huston, *“Approaches to Teaching Romeo and Juliet”*
J. Dennis Huston, *“Approaches to Teaching A Midsummer Night’s Dream”*

**Humanities Texas E-Newsletter Article:**
Frances Leonard and Ramona Cearley, *“A Conversation with Horton Foote”*

**FICTION**

**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.
Nathaniel Hawthorne (1804–1864)
Charlotte Perkins Gilman (1860–1935)
LITERARY NONFICTION

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.

Sui Sin Far/Edith Maude Eaton (1865–1914)

HUMANITIES TEXAS E-NEWSLETTER ARTICLE:
Gary Kent, “Voice of the Valley: An Interview with Rolando Hinojosa-Smith”

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
Lyndon Baines Johnson, Excerpt from “To Fulfill These Rights, 1966”
Ronald Reagan, “Farewell Address, 1989”
Theodore Roosevelt, Excerpt from “Eighth Annual Message to Congress”

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.

Charlotte Perkins Gilman (1860–1935)

EXPOSITORY TEXTS

A President’s Vision:
Second Congress, “Report on Manufacturers” (1791)

UNDERSTANDING TEXTS IN HISTORICAL & CULTURAL CONTEXTS

The 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.

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:
Eric Lupfer, “Producing American Literature”
Brian Bremen, “Teaching the Harlem Renaissance: Annotation, Text, and Context”
Robert S. Levine, “What is the American Literary Tradition? An Editor’s Perspective”

NINETEENTH-CENTURY AMERICAN LITERATURE

Early National Period (1776–1855)

Teacher Institute Lectures:
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”
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”

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.
Sui Sin Far/Edith Maude Eaton (1865–1914)

TWENTIETH-CENTURY AMERICAN LITERATURE

The Harlem Renaissance and Modernism (1910–1940)

Teacher Institute Lectures:
Coleman Hutchison, “Teaching the Twentieth-Century Literature of the Civil War”
Debra A. Moddelmog, “The World at War”
Jennifer M. Wilks, “The Harlem Renaissance”
David Kornhaber, “Dramatic Voices”
David Kornhaber, “Arthur Miller and Twentieth-Century American Drama”

Humanities Texas E-Newsletter Article:

Primary Sources from the Digital Repository:
The Negro American Magazine, October 1928
Online Educational Resources:
The Harlem Renaissance

TEXAS LITERATURE

Teacher Institute Lectures:
Steven L. Davis, “Texas Voices”

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:
John P. Rumrich, “Shakespearean Tragedy”
John P. Rumrich, “Approaches to Teaching Macbeth”
J. Dennis Huston, “Approaches to Teaching Romeo and Juliet”
J. Dennis Huston, “Approaches to Teaching A Midsummer Night’s Dream”

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

**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