

Eudora Welty Internet Scavenger Hunt

By Patricia Edmondson

Overview

This pre-reading activity is appropriate for students in grades 7-12. Students will search the Internet for specific information. This exercise integrates technology and English education and is a pre-reading activity that practices research and problem-solving skills while building a context for **The Ponder Heart** by Eudora Welty. Students will seek out specific Web sites and locate answers to contextual questions. Once they finish the research, they will write a summary of the information and engage in the writing process and evaluation.

Objectives

Students will:

- Use the Internet as a research tool
- Read, comprehend, identify, evaluate, and select the correct answers to contextual questions.
- Write a rough draft, edit/revise, and a final draft summarizing the information located.
- Apply the six traits of writing--- Idea, Organization, Voice, Word Choice, Sentence Fluency, and Conventions--- to the writing of the summary as an author and to the edit session as an editor.

Skills Attained

- Research skills
- Writing process skills
- Proofreading skills
- Reading/comprehension

The Lesson Outline

Explain the importance of being able to use the Internet to conduct research or to locate information. Explain what a URL is, where it appears on an Internet browser, and how to copy and paste a URL into an address window.

When students have located all the information and written it in, they are to begin writing a summary of this information, following the guidelines in point 14 on their scavenger hunt worksheet.

Once students are finished with their summaries, they will exchange summaries in an edit session, evaluate the summaries with a writing rubric, included below, and note and correct any errors in grammar or spelling.

A final draft will be written and stapled to the rough draft to produce a complete writing experience.

Additional Resources

For online help on teaching the Six Traits of Writing, go to <http://www.6traits.cyberspaces.net/>.

This lesson was submitted by Patricia Edmondson, an English teacher at Shelton High School in Shelton, Washington.

Name _____

Pre-reading: Eudora Welty and **The Ponder Heart**
Internet Scavenger Hunt

Directions: locate the following URLs by highlighting, copying, them into the address box at the top of your browser. Then look for answers to the following questions. Carefully read the clues in each question before searching each Web site. Good luck!

<http://www.cfht.hawaii.edu/~jmcd/book/revs/ponh.html>

1. Read the review of **The Ponder Heart** and recall the information in your own words below.

<http://users.ox.ac.uk/~worc0337/authors/eudora.welty.html>

2. Who wrote the introduction to **The Ponder Heart**?

3. When was it published? By whom? _____

4. Name three short stories written by Eudora Welty:

1. _____
2. _____
3. _____

<http://www.salon.com/people/bc/1999/04/13/welty/index.html>

5. Eudora Welty is described as America's what _____?

Now trying doing your own online search for the following information:

6. During what famous time in American history did Eudora Welty return to Jackson, Mississippi?

_____.

7. What is the title of her first novel, published in 1946? _____.

8. What was the Great Depression and what caused it?

9. The Twenties were also known as . . .

_____.

10. Which U.S. President was credited with this “prosperity?” _____.
11. What was the percentage of wealth distribution at the top of the economy? The bottom of the economy?_____.
12. Using this information, write a summary on Eudora Welty’s life, her book, and the time in which she lived. Select a partner for the edit/revision stage and exchange. Switch papers, and as an editor, assess the summary using the rubric provided. Underline all grammar and spelling errors. Return paper to the author to rewrite a final draft. Staple together and turn in a final draft and rough draft.

Writing Traits Rubric

	IDEAS AND CONTENT	ORGANIZATION	VOICE	WORD CHOICE
TRAIT DESCRIPTORS	<p>The overall effectiveness of:</p> <ul style="list-style-type: none"> ideas, details, examples; whether the reader's interest has been captivated and maintained; degree to which the response achieves the intended purpose. 	<p>The degree to which the response:</p> <ul style="list-style-type: none"> is focused; is clearly and logically ordered; is coherent; provides closure; demonstrates connections. 	<p>The degree to which the writer:</p> <ul style="list-style-type: none"> has chosen a voice appropriate for the topic, purpose, and audience demonstrates commitment to the topic; writes with expression, engagement, and sincerity. 	<p>The degree to which the response:</p> <ul style="list-style-type: none"> reflects the effectiveness and accuracy of the words or expressions selected and utilized by the writer; employs a broad range of developmentally appropriate words.
4 ADVANCED	<ul style="list-style-type: none"> Narrow, manageable topic; Relevant, specific details go beyond the obvious; Strong evidence of knowledge or experience about topic; Fresh, original, insightful ideas. 	<ul style="list-style-type: none"> Inviting introduction, satisfying conclusion; Thoughtful transitions; Logical, effective sequencing; Pacing well-controlled; Structure matches purpose and audience. 	<ul style="list-style-type: none"> Individuality shines through; Rich, passionate, sincere, engaging writing. Strong commitment to topic. Causes reader to think and react. 	<ul style="list-style-type: none"> Words evoke strong images; Striking words and phrases throughout text; Rich, effective, natural, precise, and vivid language; Figurative language may be used; Specific, accurate vocabulary.
3 PROFICIENT	<ul style="list-style-type: none"> Topic focused; Supporting details impact purpose; No critical ideas missing; Evidence of knowledge or experience about topic; Purpose maintained. 	<ul style="list-style-type: none"> Purposeful introduction and conclusion; Deliberate transitions; Logical sequencing, but may be predictable or sequential; Flow of sentences supports main ideas. 	<ul style="list-style-type: none"> Clear point of view; Text reflects confidence; Shows commitment to topic; Sense of audience apparent. 	<ul style="list-style-type: none"> Specific, varied vocabulary appropriate to purpose and audience; Writing communicates clearly; Risk-taking in language may be attempted.
2 PARTIALLY PROFICIENT	<ul style="list-style-type: none"> Broad topic with some direction; General observations reflected; Reasonably clear ideas; Support attempted, but limited; Writing generally on topic, but purpose not sustained. 	<ul style="list-style-type: none"> Recognizable introduction and conclusion; Ineffective or obvious transitions; Inconsistent pacing; Re-ordering needed in places; Placement of details may be ineffective. 	<ul style="list-style-type: none"> Point of view vague or inconsistent; Sincere, but not spirited; Inconsistent commitment to topic; Occasionally engages audience. 	<ul style="list-style-type: none"> Adequate, functional vocabulary, often lacking flair or originality; Little evidence of revision or refinement of words; Vocabulary may be imprecise at times.
1 LACKS PROFICIENCY	<ul style="list-style-type: none"> Topic lacks focus; Generic information; Little elaboration; Purpose vaguely stated or incomplete. 	<ul style="list-style-type: none"> Writing begins and ends without engagement or closure; Few transitions; Pacing leaves gaps; Main purpose not fulfilled. 	<ul style="list-style-type: none"> Point of view unclear; Shows little individuality. Lacks commitment or emotion; Inappropriately personal or impersonal. 	<ul style="list-style-type: none"> Repetitious and inaccurate vocabulary; Generic words used; Predominantly safe, easy to spell words.

0 UNSATISFACTORY	<ul style="list-style-type: none">• Topic or purpose not defined (everything seems equally important);• Limited or unclear information;• Disconnected, random thoughts;• No clear sense of purpose.	<ul style="list-style-type: none">• No identifiable introduction or conclusion;• Confusing or missing transitions;• Pacing awkward;• Organizational problems hide main point or purpose.	<ul style="list-style-type: none">• No point of view evident;• No sense of involvement, commitment, or purpose;• Mismatch for audience and/or purpose.	<ul style="list-style-type: none">• Vague, limited vocabulary;• Incorrectly used language (parts of speech, meaning).
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