# Unit 06: Their Eyes Were Watching God

Content Area: **Language Arts**
Course(s): **English 3A**
Time Period: **Semester 1 & 2**
Length: **4 weeks**
Status: **Published**

## Standards

Please see list of standards for more details under the anchor standards. Please note that additional standards can be applied to any unit.

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| L | Language |
| L.SS.11–12.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| L.SS.11–12.1.A | Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested. |
| L.SS.11–12.1.B | Observe hyphenation conventions. |
| L.SS.11–12.1.C | Recognize spelling conventions. |
| L.KL.11–12.2 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| L.KL.11–12.2.A | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. |
| L.KL.11–12.2.B | Vary syntax for effect, apply an understanding of syntax to the study of complex texts. |
| L.VL.11–12.3 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. |
| L.VL.11–12.3.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| L.VL.11–12.3.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). |
| L.VL.11–12.3.C | Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. |
| L.VL.11–12.3.D | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. |
| L.VL.11–12.3.E | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| L.VI.11–12.4 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. |
| L.VI.11–12.4.A | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. |
| L.VI.11–12.4.B | Analyze nuances in the meaning of words with similar denotations. |
| L.VI.11–12.4.C | Analyze how the meaning of a key term or terms develops or is refined over the course of a text. |
| L.VI.11–12.4.D | Analyze the impact of specific word choices on meaning and tone, including language that |

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| | is particularly fresh, engaging, or beautiful. |
| R | Reading |
| RL.CR.11–12.1 | Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. |
| RL.CI.11–12.2 | Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. |
| RL.IT.11–12.3 | Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| RL.TS.11–12.4 | Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. |
| RL.PP.11–12.5 | Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). |
| RL.MF.11–12.6 | Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message). |
| RL.CT.11–12.8 | Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. |
| W | Writing |
| W.AW.11–12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| W.AW.11–12.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| W.AW.11–12.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| W.AW.11–12.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| W.AW.11–12.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| W.AW.11–12.1.E | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). |
| W.WP.11–12.4 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |

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| SL | Speaking and Listening |
| SL.PE.11–12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| SL.PE.11–12.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| SL.PE.11–12.1.B | Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. |
| SL.PE.11–12.1.C | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| SL.PE.11–12.1.D | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

## Enduring Understandings

Students will understand the following:

An author's use of dialect and local color adds a more realistic and effective style to the novel.

Writers incorporate folklore in a text to enrich its meaning.

Relationships in our lives can help to shape our self-identities.
Racism can occur within groups as well as between them.

## Essential Questions

How does an author's use of dialect and local color enrich the meaning of a text?

How does the role of folklore and folk culture affect a text?

How can a character's relationships lead to self-discovery?
What is racism?

## Knowledge and Skills

Students will read and understand how dialect can shape the meaning of a text.

Students will understand how folklore and folk culture can shape the novel.

Students will discuss how Hurston briefly acknowledges race in the novel through the character of Mrs.

Turner.

Students will decipher how each relationship in Janie's life helped to develop who she was as an individual.

Students will discuss how Janie, as a woman who found her "horizon," defied gender roles at the time.

Students will complete a research project that ties Hurston's text to the Harlem Renaissance movement.

## Additional Resources

Core Text: Their Eyes Were Watching God - Zora Neale Hurston

Core Poem: "Homage to by Hips"- Lucille Clifton

Additional Resources:

"How it Feels to Be Colored Me" - Zora Neale Hurston

"Looking for Zora" - Alice Walker

"Ain't I a Woman?" - speech - Soujourner Truth

"Graduation" - Maya Angelou

"Toward a Black Feminist Criticism" - Barbara Smith

"In Search of Our Mothers' Gardens" - Alice Walker

"Sweat"- Zora Neale Hurston

## Transfer Goals

Students will independently be able to consider how language and dialect, as well as folklore and folk culture, can shape the meaning of a text and apply that understanding to other texts.

Students will independently be able to determine how gender, race, and personal relationships can impact life's journey as seen in the text and apply that understanding to their own personal journeys and relationships.

## Assessment

SGO Design

English teachers' SGO pre and post-assessments follow the design of the AP Literature and Composition prose analysis prompt. These assessments are scored using the department's shared scoring rubric.

Research Writing

As part of the District's schedule for research writing across the content areas, students write an extended literary research paper during junior year in all levels of English: English 3 OCR, English 3CP, English 3A, and AP language and Composition.

Uses of Assessment

Each unit of study in English includes assessments that are used formatively as well as assessments that are used as summative, culminating experiences.

Formative assessments include low-stakes, exploratory responses written in the form of journal/learning log entries, quick writes, and free writes. Formative assessments also include announced and unannounced reading checks and exercises to determine the depth of students' understanding of key concepts. While formative assessments are often graded assessments, they are typically "lower-stakes" grades, and they help teachers and students develop an informed sense of each student's progress with the knowledge and skills targeted for a particular unit of study. The aim of such assessments and teacher feedback in response is to provide students with an accurate understanding of their performance relative to unit goals as well as actionable feedback to help them strengthen their performance.

Summative assessments include such tasks as essays, extended papers, objective and constructed response tests, Socratic seminar discussions, projects, and debates. While teachers also use these assessments formatively - by providing actionable feedback on written drafts or on Socratic seminar performance to guide student revision and improvement on subsequent tasks - summative assessments typically serve as "higher-stakes" grades.

Modes of writing assessed in English classes

Argumentative

- Literary analysis / argument
- Frame and case documented essay

- Argumentative essay

Explanatory

- Synthesis essay
- Prose analysis
- Rhetorical analysis
- Poetry analysis

Narrative

- Personal essay / creative nonfiction
- Exercises in prose style
- Alternative scenes, endings for fictional narratives

Additional Forms of Performance-Based Assessment

- Socratic seminar
- Debate
- Close-reading annotations, visual note-taking, and other artifacts
- Reading log entries
- Exploratory writing
- Speeches
- Google slide/Canva Presentations
- Podcasts

Alternative Assessment

With the exception of the occasional multiple-choice quiz or test questions, each classroom assessment in English focuses on an authentic, performance-based task.

Below are the listed examples of assessment:

Summative:

- Formal Writing
- Game Design
- Socratic Defense
- Presentations
- Vocabulary Quizzes
- Google Slide Group and Independent presentations
- End of Unit Tests
- Long Essays demonstrating Synthesis of disparate ideas

## Modifications

Modifications for Diverse Learners

Please note this is not an exhaustive list. Please refer to the individualized education plan or 504 plan for accommodations and modifications that are individualized to the student.

General Modifications based on student individualized educational needs may include the following:

- Activity Choice
- Personally/Individually meaningful activities
- Hands-on, multimodal activities
- Involvement in goal setting and assessment activities
- Response options

Special Education/IEPs

- Previewing information/materials
- Questioning techniques

- Brainstorming and webbing
- Pre-teaching or reviewing strategies
- Study Skills
- Visual demonstrations, illustrations, or models
- Timelines for assignments
- Think-alouds, self-talk
- Journal entries
- Rubrics and checklists
- Peer review and coaching
- Individual conferencing with teacher(s)
- Graphic organizers
- Scaffolded questions
- Priority seating/Seating arrangements to minimize distractions, provide positive student models
- Written & oral directions
- Chunking of text/questions
- Kinesthetic activity
- Manipulatives
- Visual prompts/ use of images
- Differentiated instruction
- Guided notes/ class note exchange
- Reteaching concepts/ check for understanding
- Extra time 50%
- Study guide
- Oral testing as needed
- Test modification
- Project based learning
- Individualized instruction

- Practice exercises
- Cooperative learning groups - arranged based on strengths of students
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, listener)
- Gesture-signal
- Types of questioning, readings, and writing assignments

504s

- Study Skills/Extended Time on Assessments
- Priority seating/Seating arrangements to minimize distractions, provide positive student models
- Written & oral directions
- Chunking of text/questions
- Extra time
- Study guide
- Oral testing
- Test modification

ML Students

- Incorporate native culture and language
- Learning about students' cultural background is critical
- Communicate one on one with ELL teacher
- Scaffold native language
- Introduce new material using visuals
- Employ ELL translation devices/materials
- Practice a variety of activities: Talk and Turn/Group work
- Pre-teach vocabulary
- Provide extended time
- Discuss alternate responses
- Plan verbal and written instructions

- Introduce and instruct students on resources including eDictionaries
- Repeat and rephrase English phrases, sentences, and stories

At Risk Students

- Provide clear directions
- Peer support
- Modify assignments
- Set contracts for academics and behavior
- Hands-on activities
- Preferential seating

Gifted and Talented

- Questioning techniques
- Brainstorming and webbing
- Journal entries
- Rubrics and checklists
- Peer review and coaching
- Individual conferencing with teacher(s)
- Graphic organizers
- Project based learning
- Cooperative learning groups - arranged based on strengths of students
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, listener)
- Types of questioning, readings, and writing assignments
- Implement a multi-dimensional curriculum
- Personalized planning/instruction
- Student-centered curriculum

- Individual activities and projects
- Encourage ownership of learning
- Involve students in academic contests
- Consider parental input