

Honors Their Eyes Were Watching God

Content Area: **English Language Arts**
Course(s): **Language Arts Literacy II Honors**
Time Period: **3 weeks**
Length: **3 weeks**
Status: **Published**

Unit Overview

Read and analyze *Their Eyes Were Watching God*. Identify and discuss historical background to text and author's background. Identify literary devices, focusing on symbolism throughout the text. Explore themes including gender stereotypes, love, relationships, and race.

Transfer

- Understand the author's background and point of view for novel
- Identify and understand gender stereotypes
- Analyze themes of relationships and love

Meaning

- The connection between a writer and the product she produces.
- The power of the voice a writer creates.
- The nature of lyrical writing.

Understandings

Essential Questions

- How does the poetic nature of a lyrical novel enhance the author's point of view?
- How does an author create a voice that incorporates poetic devices?
- What is the connection between a writer and the work she creates?

Application of Knowledge and Skill

Students Will Know...

- The nature of the lyrical novel
- Metaphor and simile
- Hurston's biography
- Strugglers of African American search for identity
- Themes: Coming of age, gender, relationships, love
- Literary devices: symbolism, imagery, allegory, point of view

Students Will Be Skilled At...

- Reading with the ability to cite evidence to demonstrate comprehension
- Identifying and examining literary elements
- Identifying and reflecting on themes

Academic vocabulary

Vocabulary in context throughout novel

Learning Goal

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Read and comprehend complex literary and informational texts independently and proficiently.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Objective 1 (Levels 1, 2, and 3)

Students will be able to learn the historical background of the novel and author's background to connect to events in the text during reading.

| | |
|----------------|--|
| LA.RL.9-10.5 | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). |
| LA.RL.9-10.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare). |
| LA.RL.9-10.10b | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above. |
| LA.RI.9-10.3 | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| LA.RI.9-10.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose. |

Objective 2 (Levels 1, 2)

Students will be able to define unknown words in text.

| | |
|---------------|--|
| LA.RL.9-10.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| LA.L.9-10.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. |
| LA.L.9-10.4.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. |

Objective 3 (Levels 3, 4)

Students will be able to identify literary devices in text and draw conclusions about plot development.

Students will be able to identify, discuss, and cite evidence from text focusing on themes of gender, love, and relationships.

| | |
|----------------|---|
| LA.RL.9-10.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RL.9-10.2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. |
| LA.RL.9-10.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| LA.RL.9-10.10b | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above. |
| LA.RI.9-10.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says |

explicitly as well as inferentially, including determining where the text leaves matters uncertain.

| | |
|----------------|---|
| LA.RI.9-10.2 | Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. |
| LA.RI.9-10.3 | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| LA.SL.9-10.1.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. |
| LA.SL.9-10.1.C | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |

Objective 4 (Levels 3, 4)

Students will write written journal responses throughout their reading.

| | |
|--------------|--|
| LA.W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.9-10.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

Summative Assessment

- Small group discussions
- Student-led discussions
- Pair-and-share responses
- Analyzing text
- Group observations
- Journal responses

21st Century Life and Careers

| | |
|----------------|--|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |

Formative Assessment and Performance Opportunities

- Unit test
- Reading quizzes
- Essay

Accommodations/Modifications

- Allow students to highlight key points
- Create character word webs and associate dialogue with traits
- Discussion
- Discussion groups to examine themes and conflicts
- Group activities to examine figurative language and themes
- Present new vocabulary visually
- Provide adapted version of the text
- Provide audio version of the text
- Students read novel in small groups focusing on language

Interdisciplinary Connections

- Poor/Disenfranchised People and Rights
- Race and Racism
- Speech and Southern Dialect in Literature

| | |
|-------------------|---|
| SOC.6.1.12.D.4.d | Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states. |
| SOC.6.1.12.D.16.c | Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society. |

Unit Resources

- Their Eyes Were Watching God
- Documentary on author

