**UNIT OF STUDY - 12**

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<th>Title: Their Eyes Were Watching God</th>
<th>Subject/Course: English</th>
<th>Length: 4 weeks</th>
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**Topic:** Literary Elements, Devices, and Analysis  **Grade:** 11  **Designer:** Mari Robertson

### UNIT GOALS AND EXPECTATIONS

#### IMPORTANT CONCEPTS:

- Characters, Setting, Plot and Theme are crucial to understanding an author's intent.
- Analyzing diction, imagery, figures of speech, and mood are crucial to understanding an author’s purpose.
- Identifying and analyzing these elements and conventions increases students’ reading, writing, and speaking skills.
- Reading, writing and speaking skills are necessary for life.

#### ESSENTIAL QUESTIONS:

- How does understanding characters affect an audience's perception?
- Why and how is the setting and plot necessary to the story?
- Why do we need to analyze the theme of a story?
- How does understanding an author’s intent benefit a reader?
- Why do we need to read and analyze a novel?

### STUDENT LEARNING EXPECTATIONS:

- **R.10.11.23** Analyze literary elements such as setting, plot, theme, characterization, and narration in a work.
- **R.10.11.21** Use literary terms to critique a work.
- **R.10.11.22** Analyze the impact of diction, imagery, style, and figurative language on tone, mood, and theme using literary terminology.
- **R.9.11.2** Analyze style and diction to determine author’s purpose.
- **R.9.11.12** Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
- **R.9.11.8** Analyze point of view and its influence on elements of the text (e.g., tone, theme, and purpose).
- **R.9.11.5** Draw inferences from a complete selection (including conclusions, generalizations, and predictions) and support them with text evidence.

- **W.4.11.4** Elaborate ideas clearly and accurately through word choice, vivid description, and selected information.
- **W.4.11.6** Arrange paragraphs into a logical progression with appropriate transition.
- **W.5.11.2** Write expository compositions, including analytical essays and research reports, that:
  - assemble and convey evidence in support of the thesis
  - make distinctions between the relative value and significance of data, facts, and ideas employ visual aids when appropriate.
- **W.5.11.7** Write responses to literature that:
  - articulate the significant ideas of literary works
  - support important ideas and viewpoints
  - analyze the author’s use of stylistic and literary devices
  - determine the impact of ambiguities, nuances, and complexities using evidence from the text
  - analyze conflicts (character dilemmas) as revealed by characters’ motivations and behaviors

### SPECIFIC DECLARATIVE KNOWLEDGE-What I know

Define character, plot, setting, and theme.
Identify setting and theme.
Understand different types of characters and the

### SPECIFIC PROCEDURAL KNOWLEDGE-What I need to do

Locate textual references that identify setting, plot, and theme.
Analyze characters and the masks they wear.
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<tbody>
<tr>
<td><strong>UNIT ASSESSMENTS</strong>  <em>(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)</em></td>
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<td>➢ Students will write a detailed description of each character, extracting specific textual evidence to support their analysis. ➢ Students will create a mask that reflects their own character (in preparation for character analysis). ➢ Students will create a story board that details plot, setting, characters, and theme, including quotes that support each element (teacher will model). ➢ Students will write an essay comparing and contrasting characters (teacher will model pre-writing strategy using a venn diagram).</td>
<td>➢ Notes and character analysis. ➢ Character masks. ➢ Graphic organizers. ➢ Written comparison and contrast essay. ➢ Responses to question and answer sessions. ➢ Written responses to literature.</td>
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<tr>
<td><strong>ACTIVITIES AND LEARNING EXPERIENCES</strong></td>
<td><strong>Resources</strong></td>
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Teaching Unit by Megan Harness  
NCTE’s Lesson Plans  
Mosaic Project by Connie Fortner |
| • Teacher will model good note taking prior to PowerPoint presentation.  
• Students will take notes during presentation - introduction to novel and intro to characters, plot, setting, and theme.  
• Students will create masks of their own characters.  
• Students will use double entry journal to find textual evidence supporting elements of setting, plot, and theme.  
• Teacher will model in-depth character analysis, using several specific adjectives, and supporting analysis with textual evidence.  
• Students will write a detailed description and analysis of each character, using textual evidence in support.  
• Students will use Socratic model to discuss literary elements.  
• Students will answer quiz questions on reading for plot, setting, characters and theme.  
• Students will create a story board that details plot, setting, characters, and theme, including quotes that support each element (teacher will model).  
• Students will write an essay comparing and contrasting characters (teacher will model pre-writing strategy using a venn diagram), using specific textual evidence to support their ideas. | |
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<th>Career Connections</th>
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<tbody>
<tr>
<td>Teacher, librarian, lawyer, judge, social worker, psychiatrist, psychologist.</td>
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