

UNIT OF STUDY - 12

Title: Their Eyes Were Watching God Subject/Course: English Length: 4 weeks	
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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

<p>masks they wear.</p> <p>Understand and identify figurative language.</p> <p>Understand and identify imagery.</p> <p>Understand and identify how author's diction impacts meaning and influences tone.</p> <p>Understand point of view and how it reveals meaning.</p> <p>Understand what constitutes textual evidence when writing essays.</p>	<p>Analyze narration and point of view for influence.</p> <p>Analyze author's choice of words, diction, and style.</p> <p>Plot the storyline using a graphic organizer.</p> <p>Compare and contrast characters.</p> <p>Write expository essay analyzing characters and theme.</p> <p>Use textual evidence to support thesis of expository essay.</p>
<p style="text-align: center;">UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)</p>	
<p>➤ Students will write a detailed description of each character, extracting specific textual evidence to support their analysis.</p> <p>➤ Students will create a mask that reflects their own character (in preparation for character analysis).</p> <p>➤ Students will create a story board that details plot, setting, characters, and theme, including quotes that support each element (teacher will model).</p> <p>➤ Students will write an essay comparing and contrasting characters (teacher will model pre-writing strategy using a venn diagram).</p>	
<p>Traditional Assessments: Quizzes and exams.</p>	<p>Other Evidence of Learning: Notes and character analysis. Character masks. Graphic organizers. Written comparison and contrast essay. Responses to question and answer sessions. Written responses to literature.</p>

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Read and Analyze Zora Neale Hurston's novel, <i>Their Eyes Were Watching God</i>.</p> <ul style="list-style-type: none"> 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. 	<p>Zora Neale Hurston's novel, <i>Their Eyes Were Watching God</i>.</p> <p>Teaching Unit by Megan Harness</p> <p>NCTE's Lesson Plans</p> <p>Mosaic Project by Connie Fortner</p>

Career Connections	
Teacher, librarian, lawyer, judge, social worker, psychiatrist, psychologist.	