

Their Eyes Were Watching Harlem

An introduction to the Harlem Renaissance
through Their Eyes Were Watching God and
accompanying music, poetry, and artwork

Kaitlin Donahue

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Rationale

This unit is an introductory glimpse into the Harlem Renaissance. Using *Their Eyes Were Watching God* by Zora Neale Hurston as an anchor text, students are exposed to the artistic and cultural climate of the Harlem Renaissance. By studying the creative growth of this period, students will not only learn the rich history of the major figures that contributed to this artistic movement, but they will learn to analyze the effects that this movement has on our everyday pop culture.

This four week unit is designed for an 11th grade advanced Language Arts classroom that meets every day for 50 minutes. The unit will begin with Langston Hughes' poetry. This poet is more than appropriate for the start of our instruction; Hughes played a vital role in the Harlem Renaissance, writing fantastically poignant poetry with political undertones that spoke to the unsatisfied masses seeking civil rights. He also participated in pro-civil rights publications and magazines that strived to spread the message of equality. As a cornerstone of the Harlem Renaissance, Langston Hughes helped set the stage for the national Civil Rights movement of the 1960's, only a few decades later.

By analyzing Hughes' poetry, students will see how artistic manipulation of language can be used to rally support for political and social revolution. To apply this concept to their daily lives, the students will write a pastiche for the poem "I, Too", in which they choose a current social issue that resonates with them or that they feel needs to be addressed in society. These poems will be workshopped by other classmates to strengthen peer editing skills and allow students to fine tune their diction and syntax to achieve their desired effect. Lastly, students will present their poems to the class to practice the performance aspect of poetry.

Students will also listen to the musical stylings of Duke Ellington, who emerged as one of America's greatest composers with his overwhelming success during the Harlem Renaissance. This multimodal approach to the content of the lesson gives students another avenue to explore within the Harlem Renaissance. Similar to literature, music has different elements and components that are utilized to create tone and create an overall message. Comparing and contrasting the music and literature of the time enhances students' analytical skills across different media.

Finally, the bulk of the unit will revolve around the reading and deconstruction of *Their Eyes Were Watching God* by Hurston. As advanced upperclassmen in high school, the students will be responsible for almost all of the reading on their own time. Practically, this will prepare them for college level courses that expect most work to be independent and self-monitored by each individual student. Along these lines, in class time will be devoted to discussion of symbolism, structure, and literary devices found in the novel, and how different lenses and life experiences can alter our interpretation of this classic Harlem Renaissance novel. Students will be allowed some freedom within their literature circle groups, and each student will be able to practice being the discussion leader and assuming responsibility for group productivity that day. We will also be integrating some artwork by Romare Bearden during this time to contrast the visual artwork of the period with the literary works.

This unit will culminate in a creative representation of each student's overall reaction to the Harlem Renaissance. This project does not focus on the isolated facts they learned throughout the unit; rather, it is more concerned with the comprehension level of the student and the meaningful information they took away from this unit and how they will apply this to their life.

Not only is the Harlem Renaissance a pivotal movement in our cultural and artistic history in this country, but this unit explores necessary skills for students who will be graduating college and working towards a college degree. They are engaged in critical thinking tasks that challenge them to analyze material from perspectives that are unaccustomed to and facilitate their own comprehension of the material.

Goals and Objectives

- Goals
 - Understand the significance of the Harlem Renaissance
 - Analyze the effects of this artistic/social/political movement on our present day culture
 - Recognize the underlying themes of *Their Eyes Were Watching God* in context of present day connections and in relation to the Harlem Renaissance
 - Appreciate the cultural value presented through the Harlem Renaissance in terms of visual art, music, and literature
 - Be able to lead effective discussion within literature circles and as a class
 - Mimic the style of famous piece of literature
 - Creatively express their internalization of the Harlem Renaissance
- Objectives
 - SWBAT use descriptive language to convey meaning
 - SWBAT analyze language to decipher literary devices and underlying meaning
 - SWBAT compose a poem in the style of another author
 - SWBAT identify the prominent elements in a musical selection and discuss the connections between musical expression and literary expression
 - SWBAT assume the voice of a fictional character and write a letter in that voice
 - SWBAT identify colors, textures, and shapes in a piece of artwork, and defend their interpretation of said art with visual examples
 - SWBAT represent their internal comprehension of the Harlem renaissance in a creative presentation that clearly communicates their ideas
 - SWBAT cite textual evidence to support a thesis
 - SWBAT to collaborate with peers to analyze specific literary elements
 - SWBAT edit for mechanical and spelling errors, as well as errors in fluency and content

Grade Distribution

- Daily participation- 5 points (x 20 days=100 points)
 - Informally assessed through participation, cooperation, and any work that is collected without a formal rubric, such as colormarking, journals, literature circle work, and drafts.
- Poetry Presentations- 10 points for presentation, 10 points for poem
 - Formally assessed according to rubric
- Literary Glogster- 15 points
 - Formally assessed according to rubric
- *Their Eyes Were Watching God* essay test- 25 points

- Formally assessed according to rubric
- Gallery Walk: Artistic interpretation of Harlem Renaissance- 10 points
 - Assessed for completion (pass/fail)

Total: 160 points

Standards

- **RL.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RL.11-12.3.** Analyze the impact of the author's choices 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.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- **RL.11-12.5.** Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.
- **RL.11-12.6.** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- **RL.11-12.9.** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- **W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Use words, phrases, and clauses as well as varied syntax 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.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- **W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- **W.11-12.4.** 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.)
 - **W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **W.11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- **W.11-12.10.** 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
- **SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - 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.
 - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - 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.
 - 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.
- **SL.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- **SL.11-12.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

- **SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **SL.11-12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Materials

- 25 boxes of Sun Maid raisins
- 25 copies of *Their Eyes Were Watching God* by Zora Neale Hurston
- Literary journals (provided by students)
- LCD Projector and screen
- Computer with internet access (connected to LCD projector)
- Refreshments for gallery walk: cucumber cream cheese finger sandwiches, lemonade, water, iced tea, pastries, cheese, crackers, cups, plates, napkins
- 25 copies of each handout used (in appendix)
- Computer lab with internet access

UNIT OUTLINE

WEEK 1

Anticipatory set: Students will enter class to find a box of raisins waiting for them on each desk. The teacher will instruct student to examine the raisins: investigate the color, the texture, the size, the smell, etc. of the raisins. The students will have 2 minutes after the inspection period to list as many adjectives about the raisins as they can. When finished, students will volunteer to share some of the descriptors they wrote down. Then, the teacher will read the poem “Dream Deferred” by Langston Hughes, as it is projected onto the board. This anticipatory activity will lead into a discussion of diction and how the association of a “raisin in the sun” implies the author’s attitude toward this “dream” and its unwanted deferment. From here, the class will be introduced to the unit on the Harlem Renaissance with a short overview of the historical context of the movement, major literary figures, and the selected works we will be studying.

Monday

Time	Students will...	Teacher will...
2 minutes	Attendance/housekeeping	Attendance/housekeeping
5 minutes	Examine raisins independently. When instructed, write every adjective they can think of to describe raisins in their notebooks.	Explain directions for anticipatory set to students. Observe students while they describe raisins.
5 minutes	Volunteer to share adjectives written down. Discuss the connotations of these adjectives.	Ask students to share the adjectives they wrote down. Is there a pattern amongst the words? Are these adjectives associated with positive or negative concepts?
10 minutes	Follow along on the projection screen as the teacher reads “Dream Deferred” by Langston Hughes out loud to the class. Notice the comparison of a dream to a raisin, and other imagery. Discuss reactions to the poem (guided by teacher)	Read “Dream Deferred” by Langston Hughes out loud to the class. Guide class discussion: would you ever use any of the words you wrote down to describe a raisin to describe a dream? Why did the author choose this image? What about the festering sore? What tone/attitude do these images accomplish in the poem? What

		do you think the dream is for? APPENDIX A
5 minutes	Listen to introduction to unit. Ask questions as needed.	Introduce unit on Harlem Renaissance. Explain that class will spend next 4 weeks viewing art, listening to music, and reading literature from and/or about the Harlem Renaissance
20 minutes	Take notes on overview of Harlem Renaissance. Ask questions as needed.	Present overview of Harlem Renaissance. Discuss the socio-political context of the movement, major figures, and effects of the movement on present day culture.
3 minutes	Copy down homework assignment, pack up things.	Assign homework: research the life and background of Langston Hughes for tomorrow's class

Tuesday

Time	Students will...	Teacher will...
2 minutes	Attendance/housekeeping	Attendance/housekeeping
10 minutes	Receive copies of poem. Read poem round-robin style.	Pass out copies of "The Negro Speaks of Rivers" by Langston Hughes. Read poem together. APPENDIX B
10 minutes	Individually, colormark poem according to rubric. Notice the word choice and how it contributes to the author's message.	Project directions for colormarking onto the board and explain directions.
10 minutes	Get into pairs with students sitting nearby. Discuss the patterns you noticed after colormarking the poem. What are the symbols used? What are the allusions made? How is nature personified?	Instruct students to get into pairs and compare their analysis of the poem with their partner. What is the author's intent? How do the literary devices used accomplish the author's intent?
15 minutes	Return to seats. Discuss the life of Langston Hughes. Share information researched for homework. Take notes on bio.	Begin discussion of Langston Hughes. When did he live? Where did he grow up? How did his background affect his poetry? What role did he play

		in the renaissance?
3 minutes	Turn in colormarked poems, pack up things.	Collect colormarked poems for participation grade.

Wednesday

Time	Students will...	Teacher will...
2 minutes	Attendance/housekeeping	Attendance/housekeeping
5 minutes	Receive handout. Volunteer to read poem aloud.	Pass out “I, Too” by Langston Hughes. Ask student to volunteer to read aloud. APPENDIX C
15 minutes	Discuss the meaning of the poem, including literary devices used, historical and political context, and personal interpretations.	Lead discussion of meaning behind poem. Discuss symbolism, metaphors, imagery, diction, syntax, tone.
5 minutes	Listen to instructions, as questions as needed.	Explain what a “pastiche” is (literary work modeled after the pattern and structure of another). Instruct student to begin working on their own version of “I, Too”, filling in the statement: I, too, am ”
20 minutes	Brainstorm ideas for pastiche; begin writing 1 st draft of poem.	Give the remainder of period to begin brainstorming and working on poem. Walk around class to observe and assist students.
3 minutes	Pack up things.	Instruct students to finalize their first draft of poem to be workshopped on Friday.

Thursday

Time	Students will...	Teacher will...
2 minutes	Attendance/housekeeping	Attendance/housekeeping
10 minutes	Discuss any experience with of Duke Ellington’s music, jazz, or swing.	Ask class “does anyone listen to Duke Ellington? Or jazz/swing music?”
10 minutes	Listen to short bio of Duke Ellington.	Explain who Duke Ellington is, what kind of music he made, how he impacted the

		Harlem Renaissance.
15 minutes	Number off by fours and gather into groups. Find space around the room to sit with your group. Listen to the song as it is played and take note of the tempo, instruments used, lyrics, rhythm, and overall feeling. Discuss with group how these elements are representative or connect to the purpose of the Harlem Renaissance	Instruct students to get into groups of 4 by numbering off. Play “It don’t mean a thing” by Duke Ellington. Ask students to listen quietly to the song as it is played and take notes. Groups should discuss how the elements of the song connect to the artistic movement. APPENDIX D
12 minutes	Discuss how music can be utilized to bring about social changes. Connect to present day examples, such as rap, hip-hop, etc.	Have students return to full class discussion. How can music be used to facilitate social, political, or artistic movements? Are there any examples of this phenomenon in today’s music?
3 minutes	Pack up things.	Wrap up discussion. Remind students to bring 5 copies of their pastiche poem to class tomorrow.

Friday

Time	Students will...	Teacher will...
2 minutes	Attendance/housekeeping	Attendance/housekeeping
25 minutes	Get into groups of 5. Workshop poems in groups. Discuss corrections with each other.	Organize students into groups by numbering off in fives. Instruct students to give each group member a copy of their poem. Each member will edit every poem for mechanical errors, content, fluency, and literary devices employed. Discuss corrections/critique with the author to explain reaction from reader’s perspective. Walk around to monitor groups and keep students on task.
20 minutes	Spend rest of period individually revising poems	Offer individual assistance for any students that want it.

	based on peer editing suggestions. May find personal space to work around classroom.	
3 minutes	Finish up writing, pack up things to go.	Final draft of poem due in class on Monday. Students will present their poems to the class.

WEEK 2

Monday

Time	Students will...	Teacher will...
2 minutes	Attendance/housekeeping	Attendance/housekeeping
45 minutes	Present poems to class by reading them out loud at the front of the room.	Assess presentations and collect poems after each student presents. APPENDIX E
3 minutes	Pack up things.	Inform students that overflow presentations will be finished tomorrow in class.

Tuesday

Time	Students will...	Teacher will...
2 minutes	Attendance/housekeeping	Attendance/housekeeping
30 minutes	Present poems (if they have not gone already)	Assess presentations and collect poems after each student presents.
20 minutes	Take notes on Zora Neale Hurston, ask questions as needed	Introduce Zora Neale Hurston. Present short bio of her life and contribution to the Harlem Renaissance, including participation in Fire! Magazine with Langston Hughes.
3 minutes	Pack things to go.	Wrap up discussion.

Wednesday

Time	Students will...	Teacher will...
2 minutes	Attendance/housekeeping	Attendance/housekeeping
5 minutes	Watch video clip from <i>Their</i>	Show clip from <i>Their Eyes</i>

	<i>Eyes Were Watching God</i> movie	<i>Were Watching God</i> movie to introduce novel. Explain we will be reading this novel for the next 2 weeks. APPENDIX F
10 minutes	Receive copy of novel and count off for literature circle assignment.	Pass out copies of novel to students. Have students assigned to a literature circle by counting off in fives.
30 minutes	Read first chapter aloud by volunteer, interspersed with teacher.	Read chapter aloud with students, alternating between students and teacher.
3 minutes	Prepare to leave.	Assign chapters 2-4 for reading homework for tomorrow.

Thursday

Time	Students will...	Teacher will...
2 minutes	Attendance/housekeeping	Attendance/housekeeping
15 minutes	Organize into Socratic seminar (inner/outer circle) to discuss nature, symbolism, and Janie's values vs. her grandmother's values in the first 4 chapters	Separate class into two groups alphabetically. Have students sit in inner/outer circle model for Socratic Seminar. Choose a student randomly to be the discussion leader. First inner circle will discuss the nature imagery/symbols and Janie's relationship with her grandmother. Observe.
15 minutes	Outer circle switches with inner circle. Discuss chapters 2-4 in regard to marriage, sexuality, and coming of age.	Have groups switch, choose a new student to lead discussion. Observe discussion.
15 minutes	Write a "Dear John" letter from Janie to Logan when she runs away with Jodie in journals.	Have students return to their seats. Instruct them to compose a "Dear John" letter from Janie to Logan when she runs away with Jodie in their journals. Include specific reasons for why she wants to run away, as provided in the text. Walk around to observe student participation.
3 minutes	Pack things up to leave.	Assign chapter 5 reading for

		homework.
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Friday

Time	Students will...	Teacher will...
2 minutes	Attendance/housekeeping	Attendance/housekeeping
5 minutes	Get into literature circles and find space around the classroom. Each group will fill out the guiding handout while discussing chapter 5.	Instruct students to gather into literature circles for chapter 5. Pass out literature circle guiding handout. APPENDIX G
35 minutes	Discuss chapter 5 in literature circle.	Walk amongst students, check on progress of each circle, and facilitate discussion.
3 minutes	Turn in handouts and return to seats.	Collect handouts as students return to their seats
5 minutes	Share revelations of your circle until the end of the period.	End discussion by asking students to share what their circle discussed. Assign chapters 6-7 for weekend reading.

WEEK 3**Monday**

Time	Students will...	Teacher will...
2 minutes	Attendance/housekeeping	Attendance/housekeeping
5 minutes	Summarize chapter 6 & 7 in their own words.	Ask someone to volunteer to summarize chapters 6 & 7 to informally assess reading
20 minutes	Fill our mule diagram with the different concepts, ideas, people, and things the mule represents. Color and decorate the mule to enhance your interpretation. May use text as reference.	Pass out mule diagram. Instruct student to fill in the mule's body with what they think the mule represents. What does the funeral represent? Why is the mule significant. Students are encouraged to make their mule colorful and decorate it to further their ideas. APPENDIX H
20 minutes	Discuss the implication and symbolic nature of the mule in chapter 6 as a class.	Discuss the significance of the mule. What does Jodie "paying" to let the mule rest

		show about his personality in regards to Janie? Does Jodie care about this mule or is he mocking it? Why doesn't Jodie want Janie to attend the funeral?
3 minutes	Turn in mule handouts, prepare to leave	Collect mule handouts. Assign chapters 8-9 for tomorrow

Tuesday

Time	Students will...	Teacher will...
2 minutes	Attendance/housekeeping	Attendance/housekeeping
5 minutes	Get into literature circles and find space around the classroom. Each group will fill out the guiding handout while discussing chapters 8 & 9.	Instruct students to gather into literature circles for chapters 8 & 9. Pass out literature circle guiding handout. APPENDIX G
35 minutes	Discuss chapter 8 & 9 in literature circle.	Walk amongst students, check on progress of each circle, and facilitate discussion.
3 minutes	Turn in handouts and return to seats.	Collect handouts as students return to their seats
5 minutes	Share revelations of your circle until the end of the period.	End discussion by asking students to share what their circle discussed. Assign chapters 10-11 for tomorrow, and have students jot down predictions for what they think will happen next in the story.

Wednesday

Time	Students will...	Teacher will...
2 minutes	Attendance/housekeeping	Attendance/housekeeping
15 minutes	View pictures of Romare Bearden's artwork on projection screen. Write down the colors, shapes, types of lines and textures used. How do you think these techniques contribute to the message? What is the artist's intent?	Show Romare Bearden's artwork on the projector. Instruct student to individually journal about the techniques used and how they interpret the piece. APPENDIX I
25 minutes	Compare and contrast the	Explain who Romare Bearden

	music, poetry, and artwork of the Harlem Renaissance. Fill in Venn Diagram.	was. Ask students how his art compares/contrasts with Hughes' poetry and Ellington's music. Do they all accomplish the same thing? Do their styles differ? What do they have in common? Write and fill in Venn Diagram on board.
8 minutes	Discuss and paraphrase chapters 10, 11 until end of period.	Discuss chapters 10, 11. What were the significant events of this chapter? Did they compare with your predictions from the day before? Assign chapters 12, 13 for tomorrow.

Thursday

Time	Students will...	Teacher will...
2 minutes	Attendance/housekeeping	Attendance/housekeeping
5 minutes	Get into literature circles and find space around the classroom. Each group will fill out the guiding handout while discussing chapters 12 & 13.	Instruct students to gather into literature circles for chapters 12 & 13. Pass out literature circle guiding handout. APPENDIX G
35 minutes	Discuss chapters 12 & 13 in literature circle.	Walk amongst students, check on progress of each circle, and facilitate discussion.
3 minutes	Turn in handouts and return to seats.	Collect handouts as students return to their seats
5 minutes	Share revelations of your circle until the end of the period.	End discussion by asking students to share what their circle discussed.

Friday

Time	Students will...	Teacher will...
2 minutes	Attendance/housekeeping	Attendance/housekeeping
5 minutes	Ask questions as needed.	Inform students that they will be having an in class essay next Thursday as their test for TEWWG. The prompt will be given the day of.
20 minutes	Get into pairs. Each student	Separate students into pairs

	will assume the identity of a character of their choice. Write a one page letter to your partner's character. Then, swap journals and respond in the voice of your character.	with their neighbors. Have the students write dialogue journals between 2 characters in the novel. Walk around class to observe and assist students.
10 minutes	Volunteer to share journals	Ask students to share their "conversations" between characters.
10 minutes	Discuss feelings of jealousy in chapters 14, 15. Compare and contrast Janie's relationship with Jodie and Tea Cake	Have class return to normal seats. Discuss Janie's jealousy of Nunkie. Does this resemble Jodie's jealousy?
3 minutes	Prepare to leave	Assign chapters 16, 17 for weekend

WEEK 4

Monday

Time	Students will...	Teacher will...
2 minutes	Attendance/housekeeping	Attendance/housekeeping
5 minutes	Get into literature circles and find space around the classroom. Each group will fill out the guiding handout while discussing chapters 16 & 17.	Instruct students to gather into literature circles for chapters 16 & 17. Pass out literature circle guiding handout. APPENDIX G
35 minutes	Discuss chapters 16 & 17 in literature circle.	Walk amongst students, check on progress of each circle, and facilitate discussion.
3 minutes	Turn in handouts and return to seats.	Collect handouts as students return to their seats
5 minutes	Share revelations of your circle until the end of the period.	End discussion by asking students to share what their circle discussed.

Tuesday

Time	Students will...	Teacher will...
2 minutes	Attendance/housekeeping	Attendance/housekeeping
45 minutes	Create Glogster to represent an element of the story of their choosing.	Take students to computer lab. Instruct them to make a Glogster to represent one facet of the story: the storm, Tea Cake's death, Janie's life with

		Jodie, the power of nature, etc. Utilize music, images, animation, color, graphics, and quotes to create this Glogster. Email URL to teacher at end of period
3 minutes	Walk back to classroom	Walk back to classroom

Wednesday

Time	Students will...	Teacher will...
5 minutes	Attendance/housekeeping	Attendance/housekeeping
20 minutes	Discuss everyday traces of this historical movement	Discuss where we still see the Harlem Renaissance in pop culture today (movies, music, literature)
5 minutes	Watch clip of Alice Walker	Show clip of Alice Walker discussing the impact of Hurston on her career APPENDIX J
10 minutes	Ask questions about creative project, due Friday	Assign creative culminating project. Hand out rubric and explain
15 minutes	Brainstorm with peers about final project ideas	Allow students time to brainstorm together. Walk around class and offer individual help.

Thursday

Time	Students will...	Teacher will...
2 minutes	Attendance/housekeeping	Attendance/housekeeping
48 minutes	Complete TEWWG essay exam. Turn in at the end of the period.	Pass out essay prompt. Instruct students to begin writing their essays. They will have the entire period for this in class assignment. Write reminder on board for gallery walk/ luncheon tomorrow. APPENDIX L

Friday

Time	Students will...	Teacher will...
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2 minutes	Attendance/housekeeping	Attendance/housekeeping
5 minutes	Take comment sheet to place in front of presentation. Set up presentations around the room.	While students are setting up, teacher will put out refreshments.
38 minutes	Walk around the class and critique presentations, enjoy refreshments.	Instruct students to walk around the class, writing comments and feedback for each presentation after they view it. Play Duke Ellington Pandora station while students enjoy the gallery walk. APPENDIX K
5 minutes	Take down their presentations and comment sheets. Pack up things to leave.	Clean up.

Bibliography

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Appendix

A

A Dream Deferred

Langston Hughes

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten meat?
Or crust and sugar over--
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

B

The Negro Speaks of Rivers

Langston Hughes

I've known rivers:

I've known rivers ancient as the world and older than the
flow of human blood in human veins.

My soul has grown deep like the rivers.

I bathed in the Euphrates when dawns were young.
I built my hut near the Congo and it lulled me to sleep.
I looked upon the Nile and raised the pyramids above it.
I heard the singing of the Mississippi when Abe Lincoln
went down to New Orleans, and I've seen its muddy
bosom turn all golden in the sunset.

I've known rivers:

Ancient, dusky rivers.

My soul has grown deep like the rivers.

C

I, Too

Langston Hughes

I, too, sing America.

I am the darker brother.

They send me to eat in the kitchen

When company comes,

But I laugh,

And eat well,

And grow strong.

Tomorrow,

I'll be at the table

When company comes.

Nobody'll dare

Say to me,

"Eat in the kitchen,"

Then.

Besides,

They'll see how beautiful I am

And be ashamed--

I, too, am America.

D

<http://www.youtube.com/watch?v=qDQpZT3GhDg>

E

Poem Rubric

5 points	Poem structure and style	Poem follows the structure and style of the original poem with minimal or no difference.
5 points	Mechanics	There are no spelling or grammatical mistakes, word choice is deliberate and the content makes sense
5 points	Presentation Preparation	The poem is complete and ready for presentation
5 points	Physicality	The student speaks loudly, makes eye contact, uses gestures and body language to enhance the reading of their poem

F

<http://www.youtube.com/watch?v=evgj1hvnqSs>

G

Literature Circle Handout

Group Leader for the day: _____

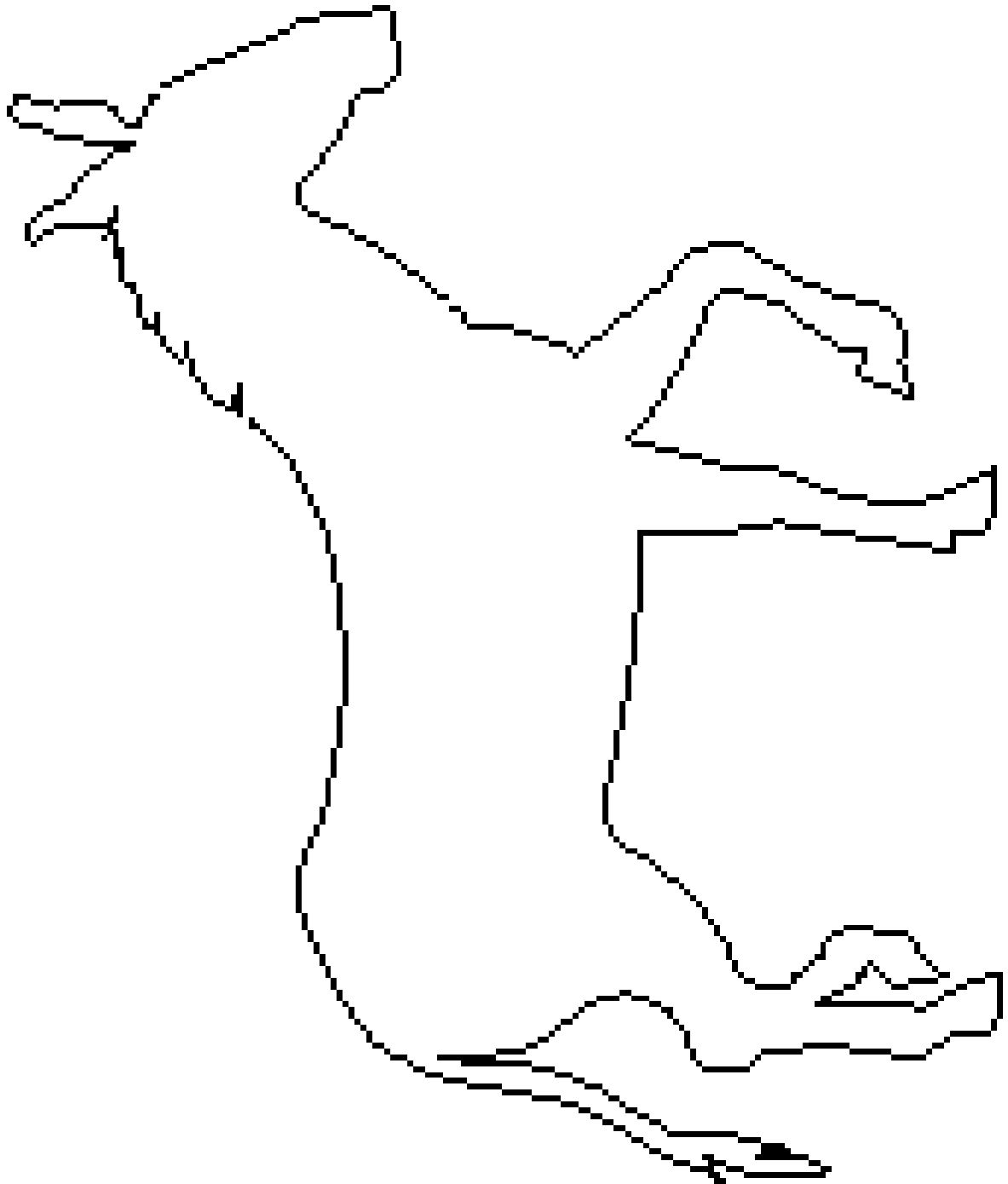
Summarize the chapters you read last night:

Is the story progressing how you thought it would?

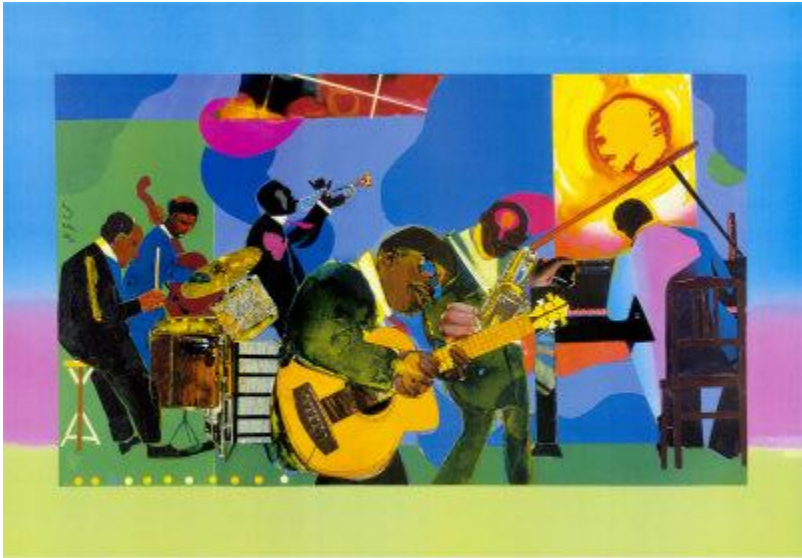
What were the most significant events in these chapters?

Do you agree with the characters' actions? Why or why not?

H



I



ROMARE BEARDEN 'JAMMIN' AT THE SAVOY THE STUDIO MUSEUM IN HARLEM



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J

<http://vodpod.com/watch/624923-alice-walker-on-zora-neale-hurston-pt-2>

K

Please write comments, questions, and constructive criticism below! 😊

L

How is Hurston's *Their Eyes Were Watching God* a product of the Harlem Renaissance? What ideals, values, and conflicts align with this historical movement? Consider the symbolism and character development. Use the text to support your answer.

M

Glogster Rubric

5 points	Creativity: the glogster is original and unique. It is not a pre-made template or copied from another source. The student chose a topic that they found interesting and significant within the text.
5 points	Media: the student used audio, text, and graphics to convey their message
5 points	Literary Relevance: the topic chosen is an integral component of <i>Their Eyes Were Watching God</i>

N

Essay Rubric

Mechanics- 5 pts	There a very few spelling or grammatical mistakes. Punctuation is used correctly.
Topic- 5 pts	The essay follows the given prompt
Structure- 5 pts	The essay has an introduction with thesis, body with textual support and clearly communicated ideas, and a conclusion that summarizes the thesis
Diction- 5 pts	The language used is varied and enhances the thesis statement. Vocabulary is used correctly
Thesis- 5 pts	The thesis is clearly stated and supported with textual evidence. The argument is clearly defined.