

NOTE: Today is a computer lab day. Make sure you have signed up for the lab in advance.

TITLE OF LESSON

American Literature Unit 2 Lesson 11 – Novel Presentations and Flash 6
How can I link image and language together?

TIME ESTIMATE FOR THIS LESSON

Second of two class periods

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, 2.0, 3.0-5, W1.0-5, 2.6, W/O1.0-2, L/S1.0, 1.4-8, 2.0, 2.3
NETS for Students – 1, 2, 3, 4

MATERIALS

Their Eyes Were Watching God, Zora Neale Hurston (class set)
Flash 6 Step by Step – Teacher Page
Flash Sample – Teacher Page (a file showing the lessons for Flash 5 to 8. Saved as Flash 5-8 fla and Flash 5-8.swf)
Dialectical Journal – Teacher Page
American Literature Independent Reading List – Student Page
My Folk Groups – Student Page
Computer lab with Internet connection and Web browser
Flash MX Installed on each computer

NOTE: For Lesson 17, the students will be watching a film called *American Tongues*. You will need to order this film in advance, and you will need to arrange to have a VCR available to view the film. The film should be ordered from The Center for New American Media, PO Box 1084, Harriman, NY 10926. Order the High School Version, which is 40 minutes long and costs \$150. You may also order through the website: <http://www.cnam.com/order.html>.

LESSON OBJECTIVES

- To continue learning about Button Symbols
 - To learn how to use Buttons to link to other web pages
 - To present a one minute novel evaluation
 - To choose a novel based on the novel evaluation presentations
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Computer Protocol – Remind students of the computer lab etiquette you have established for your class and the consequences of any misbehavior. Tell them not to turn on the computers until you instruct them to Tell them it is their responsibility to save all work frequently; you will not be responsible for any lost or deleted work because they forgot to save. Briefly review the steps to saving their work that you have established for your class.
- 2) Homework Check – Stamp/Initial homework assignments. Return any graded assignments and have students place them in their binders. Collect Essay 2: Novel Evaluation.
- 3) **Daily Log** – Copy Daily Log below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Troubleshooting 2. Book Talks 3. Flash 6 Tutorial		1. Read Chapters 1 and 2 of <i>Their Eyes Were Watching God</i> and write Dialectical Journal 1 (one full page)

			continued		2. Choose a new novel for independent reading. 3. Fill out My Folk Groups handout for Janie 4. Study vocabulary to date.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Student Presentations – Randomly, call on students one at a time to present their one minute novel evaluation presentations, [Book Talks](#). Remind them that if they do not stand and give their presentation when you call on them, their presentation will be considered late and will be marked down accordingly. Remind students that they may use their notes to present, but they should not be reading off them the entire time. They should be looking at their audience. Tell the rest of the class that they should be listening closely in order to select their next book for Independent Reading. Tell them to take notes on each presentation. For each speaker, they must write down the title of the book, whether or not they would like to read the book themselves, and one thing the speaker said that convinced them to read or not to read the book. Tell them that you will collect these sheets when the presentations are finished. Recommend also that the students watch the presentations closely in order to make decisions about how to present themselves. Time the presentations to make sure that they only last one minute. At the end of a minute, call time. Students must stop whether they have finished or not. And they should be graded accordingly. This will help to keep the pace quick and it will reinforce to students that the time limit is real. In other words, you do what you say you will do. Use the **Novel Evaluation Presentation Rubric** to grade students as they present.
2. Flash Tutorial – Tell students to turn on their computers and open their Flash Movies. Using the Teacher Page, **Flash 6 Step by Step**, walk students through each step. You may choose to create an overhead copy of this page so that students are easily able to see what the pages should look like given the sample images in the document. The idea is NOT to use this Teacher Page as a handout that lets the students work at their own pace, alone. It is to have you walk students through the process of learning the program together, as a class. Although it may seem tedious to you and to some of your more tech savvy students, it allows all students to be on the same page at the same time and it allows you to easily catch who is getting it and who is not. Stop at the end of each step to make sure all students have completed the task in that step. We do recommend that you give the students a copy of the Step by Step, as it will greatly assist in their note-taking and provide them with “how to” reference material for their class project. (Note: This is a continuation of yesterday’s tutorial. Since it is likely that you will only have gotten through step 7 or 8 in yesterday’s lesson, you should continue where you left off.)
3. Their Eyes – Distribute the handout **My Folk Groups** to each student. Tell the students that they are going to begin a new novel tonight, *Their Eyes Were Watching God* by Zora Neale Hurston. They have already read a few of her stories, so they should be able to make some predictions about this novel.
4. Dialectical Journal 1 – Tonight, they will read Chapters One and Two of the novel. As they read, they should keep a [dialectical journal](#) (please use the **Dialectical Journal** in the Teacher Pages as a detailed explanation and a sample). In a dialectical journal, they have to draw a line down the middle of the paper, creating two columns. In the right hand column, they should choose and write lines from the novel they feel are significant. In the left column, they should explain the significance of the lines or paragraphs they have chosen. They should fill up a single page with direct quotes from the text, complete with the page numbers they were found on. This will help reinforce skills in citing sources for both their essays and their research papers.
5. My Folk Groups – They should also fill out the **My Folk Groups** handout for the main character, Janie Crawford. In the first column, they should list what groups she belongs to (her race, gender, geographical area, etc.). In the second column, they should list the evidence from the novel that lets them know this information. In some cases, they will be making a guess. Encourage them to do so – this is not a test! It is a way to enter into the novel by using background information and deduction. In fact, if they do not know a particular thing about the character, they should guess, based on any other information they know about Hurston (e.g. information from other stories they have read). In the “other” categories, they should list three things they know about Janie that are not mentioned on the handout (and in column two, the evidence from the novel that lets them know this

information). The “other” categories do not have to mention a group she belongs to, just qualities about Janie that they think are important for other readers to know.

6. Review Homework – Tell students that they need to choose a new novel for independent reading. By now, students should be making their own trips to the library to obtain copies of the novels they will read. Or they should be purchasing them on their own, if money will allow. If your class has elected to donate books in order to create their own class library, make sure you have a good check out policy in order to ensure that books are returned or replaced. Remind students it is now their responsibility to check out, buy, or borrow their books. You may want to have extra copies of the **American Literature Independent Reading List** (found in the *Student Pages*) just in case you have some new students or students have misplaced their copies.
 7. Clean Up – Tell students to shut down their computers, clean up their workstations, and push in their chairs.
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HOMEWORK

- 1) Read and write one page in a **Dialectical Journal** about Chapters 1 and 2 of *Their Eyes Were Watching God*.
 - 2) Choose a new novel for independent reading.
 - 3) Fill out **My Folk Groups** handout for Janie.
 - 4) Study vocabulary to date.
 - 5) Organize binders. Due Lesson 15.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Project 1: A True Story
Evaluation Essay 1
Incident Poem
Essay 2
Essay 3: Satire
Final Project: Flash Dictionary Chapter
American Literature Unit 1 Final Exam

Unit 2

Essay 1: Reflective Language