

TITLE OF LESSON

American Literature Unit 2 Lesson 22– Novel Scavenger Hunt  
*What are the key themes and events of Their Eyes Were Watching God?*

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, 2.0, 2.4, 3.0-6, W1.0, 1.7, 2.6, L/S1.0, 1.8, 2.0, 2.3

MATERIALS

Student-created scavenger hunt lists and answer keys  
**Flash Movie Guidelines** – Student Page  
**Flash Storyboard** – Student Page  
**Flash Storyboard Instructions** – Teacher Page

LESSON OBJECTIVES

- To identify key events and themes in *Their Eyes Were Watching God*
- To locate passages in the novel that refer to these key events and themes

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/Initial homework assignments. Pass back graded assignments and have students place them in the appropriate sections of their binders.
- 2) Identifying Significance – Tell students to bring out their journals and find a significant quote relating to Janie’s voice, especially during the murder trial. What do the students think it means that Janie’s voice is not heard at this critical point? Tell them to present their quotes and thoughts about Voice to the rest of the group. Have the group identify one particularly significant quote relating to voice. Ask them to present the quote and its significance to the class.
- 3) [Daily Log](#) – Copy Daily Log below.
- 4) [Sustained Silent Reading](#) – Read for fifteen minutes. Ask the students to locate a passage in their novel that reflects a key event or theme in the novel. Point out an example from your own novel.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			Novel Scavenger Hunt	Afterword of <i>Their Eyes Were Watching God</i>	<ol style="list-style-type: none"> <li>1. Read the Afterword to <i>Their Eyes Were Watching God</i> (by Lesson 25).</li> <li>2. Based on the Afterword, answer the discussion questions – 1 page (by Lesson 25).</li> <li>3. Define vocabulary words.</li> <li>4. <b>Flash Storyboard</b> (Step 2 of the <b>Guidelines</b>).</li> <li>5. Continue reading novels.</li> <li>6. Continue filling out notecards.</li> <li>7. Study vocabulary to date.</li> </ol>

ACTIVITIES – INDIVIDUAL AND GROUP

1. Novel Scavenger Hunt – Assign *Group Roles* (see below). Tell the students to bring out the novel scavenger hunt lists and answer keys created in groups yesterday. Each group should exchange lists with another group. Allow 25 minutes for the groups to try to locate the answer to as many scavenger hunt items as possible.

2. **Correct Lists** – Call time. Tell the students to return the scavenger hunt lists to the original groups, and have the groups correct the lists using the answer keys. The group with the most correct answers wins an extra credit point for each group member. Collect the scavenger hunt lists, which you can use to lead a concluding discussion on the novel in tomorrow’s lesson.
  3. **Flash Movie Guidelines** – Distribute the **Flash Movie Guidelines** sheet, the **Flash Storyboard**, and the **Flash Storyboard Instructions** and review the steps of the Flash Movie project. These Flash Movies will be contained within their ThinkQuest websites, and will incorporate the tools they have been learning with the ideas they have brainstormed as a group using the **Website Brainstorm sheet**. The Flash Movies will contain links to websites related to their research topics, and images relevant to their research topics. The **Flash Movie Guidelines** lists all of the components that their final movies must contain. Some of the components and terms will be unfamiliar to the students. Tell them not to worry, as they will be learning all of these skills in class while working with the movies. Review the guidelines, and remind the students that, just as discussed in the **Website Brainstorm**, they should have a unified scheme for the fonts, images, links, and other elements, as well as a title to use in the movies. The titles should match their subtopic headings from the outline. Tonight, the students should review the **Website Brainstorm** page, making sure they have listed ideas for images and links to include in their ThinkQuest websites. They should also fill out the **Flash Storyboard** in order to prepare for their work in Flash tomorrow (Step 2 of the **Guidelines**). Review the instructions with them. Tell them that they should fill out the **Storyboard** for the tools they have learned, and they may continue to use it as they work on their movies. They should make sure to bring information about the links and images they have located tomorrow, when they work on the movies in the lab.
  4. **Review Homework** – Tell the students to take out their vocabulary lists and write down the words Kinship, Ciphers, and Treatise. Tonight, students will be reading the Afterword of the novel (due in Lesson 25) and should find the sentences that use these words. They should define the words in their own language, using information from the dictionary and from the Afterword. Students should also answer the following discussion questions, based on their reading of the Afterword: What is Hurston’s purpose in keeping Janie silent at this point? (They have already begun to discuss this, during the warm-up, and the Afterword should have offered them even more insight.) Is Hurston successful in her purpose? Why or why not? Write one page. (The reading of the Afterword, and answers to the discussion questions, are due in Lesson 25.) They should also write down one question from the perspective of Janie’s friend Phoebe. Having heard Janie tell her story, and being given the responsibility to be Janie’s Voice, what is a thoughtful question that Phoebe would ask Janie? They should also review the **Website Brainstorm** page, making sure they have listed ideas for images and links to include in their ThinkQuest websites. The Flash Movies that they create for their websites will incorporate this information with the tools they have been learning. These Flash Movies will contain links to websites related to their research topics, and images relevant to their research topics. Remind the students that there will be a vocabulary quiz in Lesson 25. Tell them to meet in the computer lab tomorrow.
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#### HOMEWORK

- 1) Read the Afterword to *Their Eyes Were Watching God* (due Lesson 25).
  - 2) Based on the Afterword, answer the discussion questions (one page, due Lesson 25).
  - 3) Define **Vocabulary Words**
  - 4) **Flash Storyboard** (Step 2 of the **Guidelines**).
  - 5) Continue reading Independent Reading novels.
  - 6) Continue filling out notecards (due Lesson 26).
  - 7) Study vocabulary to date. Quiz in Lesson 25.
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#### GROUP ROLES

Facilitator – Your job is to keep the group focused on the task at hand and to help them generate ideas for how to work together and how to locate answers to the Scavenger Hunt. It is not your job to come up with the ideas alone. It is your job to encourage/help other group members to come up with the ideas.

Notetaker – Your job is to write out the words the group is giving you for the answers to the Scavenger Hunt. It is not your job to generate all of the ideas. It is your job to help others to give you as many ideas as possible to write.

Factchecker – Your job is to make sure every answer the group locates has a passage in the book that supports it. It is not your job to locate all of the answers alone. It is your job to help others make sure each statement is supported.

Timekeeper – Your job is to make sure the group is working efficiently to answer the questions in the allotted time. Give your group frequent time reminders to ensure that they do not get stuck on just one part of the hunt.

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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 Essay

Essay 2: Novel Evaluation

Essay 3: Reflections on Folk Group