

TITLE OF LESSON

American Literature Unit 2 Lesson 25 – Afterword: Their Eyes

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, 3.9, W1.0-5, 1.7, W/O1.0-2, L/S1.0-1, 1.4-8, 2.0, 2.5

MATERIALS

Unit 2 Vocabulary Quiz 1 – Teacher Page
Vocabulary Worksheet – Student Page (two per student)

LESSON OBJECTIVES

- To take a vocabulary quiz
- To synthesize their knowledge of Janie’s character with criticism about the novel
- To identify Hurston’s purpose and evaluate her success in achieving this purpose
- To evaluate search strategies for research
- To learn from other students’ search strategies

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) **Vocabulary Quiz 1** – Ask students to place everything underneath their desks. Have them take out a pen or pencil. Hand out the **Unit 2 Vocabulary Quiz 1**. Tell students they will have ten minutes to complete the quiz. They should start immediately. Remind students that if they are tardy for a quiz and the tardy is unexcused, they will not be allowed to make it up and they will simply have to try to complete as much of it as they can in the time given.
- 2) Homework Check – Stamp/initial all homework assignments. Pass back any graded work and have students place it in the appropriate sections of their binders.
- 3) **Daily Log** – Copy Daily Log below
- 4) **Sustained Silent Reading** – Read for fifteen minutes. Ask the students to find a passage where the reader is able to “listen in” on what the main character is thinking. Call on a few volunteers to read these passages out loud. Point out an example from your own novel.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Vocabulary Quiz 2. Afterword 3. Journal Read Around: Search Strategies	<i>Their Eyes Were Watching God:</i> Afterword	1. Define Vocabulary Words and fill out Vocabulary Worksheets (due Lesson 28). 2. Continue reading novels. 3. Continue filling out notecards (due Lesson 26). 4. Study Vocabulary.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Afterword – Tell students to bring out their copies of *Their Eyes Were Watching God*. For the past few days, they have been reading the Afterword to the novel, which is a scholarly essay written by Henry Louis Gates, Jr. One of the main themes of this essay is Janie’s journey from “object to subject”. Ask the students what they thought this phrase meant, when they read it in the essay. Did they feel that Janie came into her own, that she achieved a sense of her identity and her autonomy?

2. **Journal Read Around** – As discussed in Lesson 22, Janie’s voice is not heard during the murder trial. This is also discussed in the closing essay. Have students bring out the discussion questions assigned in Lesson 22 (What is Hurston’s purpose and is she successful?). Students should pass their answers to the person sitting on their right. Then read them. When they are done, have them pass it again to the right and read them. Continue the process until each person’s response has been read by each group member and the author’s own response is returned. Then ask the students to decide on a group answer to the questions. Give them five minutes. Tell them not to concern themselves with the questions written from Phoebe’s perspective at this time. At the end of five minutes, call time. Randomly call on a member of each group to present the group decision.
3. **Interior Monologues** – Tell students to choose *Group Roles* (below). They will work in groups to write an “interior monologue”. Ask if any of the students can guess what an interior monologue is. Write their ideas down on the board. Their definition should encompass the following concepts: an interior monologue is a monologue of a fictional character’s thought and feelings. Once they have captured this idea, tell them to write the term and its definition on their vocabulary lists. Based on their knowledge of Janie’s character, and the information provided about the novel (and author) in the closing essay, they should ask themselves, “What would Janie be thinking while the trial was taking place?” This should be a short piece, between a half a page and a page, and written in the character’s voice (though it does not need to be written in dialect). They will need to present it after it is written. Allow them ten to twelve minutes to write the monologue. Part of their preparation should take into consideration the dramatic element of presentation. They must think about Janie’s Voice and how to present it. They should not just read their interior monologue, but they should also be Janie as they read, conveying her emotions and her purpose. What is important to her? Why is she saying what she is saying? Remember Hurston’s purpose also.
4. **Present Monologues** – Call on groups to present the Interior Monologues. After all the groups have presented the monologues, tell the groups to bring out their questions written from Phoebe’s perspective. They will be using them in the next activity.
5. **Phoebe Questions** – At the beginning of the book, Janie returns to Eatonville. As she prepares to tell her story (in flashback) to her friend Phoebe, Phoebe asks how Janie will tell the townspeople about everything that has happened. Janie answers, “You can tell ‘em what Ah say if you wants to. Dat’s just de same as me ‘cause mah tongue is in mah friend’s mouf.” Phoebe is given a responsibility to tell Janie’s story fairly. Therefore, she must ask Janie some thoughtful questions about her experiences. Tell the class that they will be doing a **Hot Seat** activity. Each group will take a turn in the Hot Seat. Tell them that the group in the Hot Seat should continue to imagine themselves as Janie during this activity. The group in the Hot Seat will answer a Phoebe question offered by another group. They will have five minutes to discuss their questions in their small groups, and select one that they want to ask Janie.
6. **Hot Seat** – At the end of five minutes, call time. Call on one group to take the Hot Seat and another group to present a question. If a group hears another group ask their question, they should quickly cross off that question and prepare to ask their second choice. In this way, no question should be repeated. Tell the Hot Seat group to think carefully about each question as they answer. They may need to discuss the question for a moment before answering, but tell them not to take too long. Just try to imagine themselves as Janie as they answer. Anyone in the group may answer. Repeat the exercise until each group has asked one question and each group has taken a turn in the Hot Seat. Guide them in a brief reflection about the exercise. What does it mean to take on the responsibility of telling someone’s story? How does that fit in with the novel’s theme of the individual’s place in a folk group, and the role of an individual Voice versus a group Voice?
7. **Review Homework** – Distribute two copies of the **Vocabulary Worksheet** to each student. These resemble the worksheets they used during the previous unit, when studying etymology. Tell them to write the following words on their Vocabulary Lists: plagiarism, credible, plausible, tangential. Explain that, during the rest of the unit, they will be working with vocabulary words from the SAT Vocabulary List (<http://www.takesat.com/display.php?testid=WWWW&list=0&Submit=Submit>). This list contains words that are frequently tested on the SAT. Students should define these three vocabulary words on the **Vocabulary Worksheets**, using the dictionary. They should be familiar with how to fill out items 1 through 4 on the worksheet, since they completed similar worksheets in the previous unit. If necessary, review the steps. Tell the

students that the worksheets are due in Lesson 28. Remind students of the items due for tomorrow: 10 more notecards should be completed, and all notecards should be brought in (for a group check-in and weeding out).

HOMEWORK

- 1) Define Vocabulary Words and fill out **Vocabulary Worksheets** (due Lesson 28).
 - 2) Continue reading novels.
 - 3) Continue filling out notecards (due Lesson 26).
 - 4) Study vocabulary.
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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 as many ideas for the Interior Monologue and the Hot Seat as possible. It is not your job to come up with the ideas. 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 Interior Monologue and the question to present in the Hot Seat activity. 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.

Presenter – Your job will be to present the Interior Monologue. The entire group must help you to prepare for this presentation, coaching you to speak the monologue dramatically. The entire group must present during the Hot Seat activity.

Timekeeper – Your job is to make sure the group finishes the Interior Monologue and chooses a question for Hot Seat in the allotted time. Make sure to give a five minute and a one minute warning.

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