Learning Segment: Lesson # 3

Focal Text: Their Eyes Were Watching God

Subject Area: ELA

Grade Level: 11th Grade

Lesson Title: Examining the Impact of Obscurity in Text

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| **Central Focus** | The focus of this lesson is to discover how tone can be affected by word choice as well as the omission of words. The design of this lesson is so to teach students what to analyze in texts to recognize author’s intent beyond literal translation. This analysis structure, scaffolded with a worksheet to clarify activity intent as well as definitions of figurative language. Student presentations, as based on the three-pronged analysis worksheet, will showcase “good reader” action processes toward understanding layers of meaning. The second portion of this lesson connects poetry to the prose through an exploration of how omission can affect tone as well as figurative language. |
| **Content Standards** | *North Carolina Standards*  **RL.11-12.4** Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.  **SL.11.4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  *ACT Standards*  **TOD 603.** Use a word, phrase, or sentence to accomplish a subtle purpose (e.g., adding emphasis or supporting detail, expressing meaning through connotation).  *NCTE Standards*  Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. |
| **Learning Objective(s) Based on Content Standard(s)** | Students will analyze specific passages of the text for four elements: literal meanings, possible inferences through analysis of figurative language, omission, and specific word choice that affects the mood of the text. This analysis will be achieved through the provision of a four-pronged analysis worksheet for the first activity which covers texts they have read for homework and reread by the class to establish comfort through this repeated presentation as additional scaffolding. After going through analysis with the outlined worksheet as scaffolding the second activity in which students analyze a poem they will not have a guiding worksheet, attempting this analysis with their new practiced skills and less scaffolding.  Students will each synthesize in presentation one portion each of their group findings to the class. Presentations will meet the learning standards through students being given a rubric of the expectations for their presentation as they do their preparation, explaining the expectations for their presentation. Presentations are informal but students will build upon the presentations of their fellow group members to show the organizational thought process while citing specific points of the text to support their claims. |
| **Additional Language Supports** | *Discourse:* Students will individually present through informal oral discourse a synthesisthesis of their group work after first discussing and analyzing the provided text excerpts in small groups.  *Syntax:* Students will write a journal entry relating Langston Hughes’ poem *Mother to Son* to the relationship between Nanny and Janie. In this activity students will reflect on the units overall essential question, relating the essentail question to the text *Mother to Son* as well as to *The Eyes Were Watching God*, beginning to bridge the essentail question to being applied to the students lives outside of just the text.  *Vocabulary:* Students will understand the following words and phrases: tone and mood, inference, figurative language, diction, obsurity, omission. |
| **Essential Question(s) for Students to Explore** | Lesson EQ: How does an author’s word choice impact tone? How do an author’s omissions impact tone?  Overall Unit EQ: What constitutes a balance of power between two people? |
| **21st Century Student Outcomes** | Learning and Innovation Skills:   * Communication * Collaboration   Life and Career Skills   * Social & Cross-Cultural Skills |
| **Prior Knowledge** | Prior knowledge will include   * Assigned portions of *Their Eyes Were Watching God*, chapters one through four. * Application of figurative language as as a literary device. * Aformentioned vocabulary terms. * How to implement close analysis with text excerpts. * Include information from previous lessons !!!! * Standard of central focus * 1920s Harlem Renaissance artistic movements (from history lessons, lesson one introductory videos) * Definition of omission from previous work with the literary device * Awareness of ommissions in text from preiovus work with the literary device |
| **Formative Assessment** | During students participation in the activity analysizing an expcerpt following the four-pronged analysis sheet one student in each group will be elected, by the students, as the “recorder” who will fill out a copy of the four-pronged analysis sheet. This sheet will then be turned in to the teacher after they give their presentation, the accomplishment and integrity of the groups work as displayed on this sheet will be graded as part of their participation for the class period. The sheet will also be reflected in their group presentation rubric evaluation. This serves as an opportunity to evaluate their understanding of the lesson’s first objective.  Students will present their guided analysis of the selected excerpts from the text *Their Eyes Were Watching God* to the class. In this presentation one student will summarize the literal meaning of the text, one student will interpret figurative language, another student will propose their thoughts on what omissions were withheld by the author, and the final student will identify specific diction that creates the text’s tone. The expectations for this presentation of analysis are that students specifically reference the text for each piece of analysis, speak clearly, present information with easy to follow organization, and work diligently during group-work time. Students will be given an individual grade and a group grade. This assessment reflects the students accomplishment of the lessons second learning objective. The students will be graded on two rubrics. The individual rubric will focus on individuals communication skills as dictated in the 21st Centuary Student Outcomes standards. This individual rubric will assess both this 21st centuary communication standard as well as the NC content standard SL.4. The group rubric will focus on how students appropriotely divided up the presentation work, utilized collaboration in their thought process, and the overall accomplishment and integrity of work sohwn in their four-pronged analysis rubric. This emcompasses both the 21st Centuary Student Outcomes standards as well as the NC content standard SL.4.  An additional formative assessment will be created through combining students’ journal entry from the end of the lesson with a homework assignment to extend their journal entry into an argumentative 1-2 page response paper to the themes discussed in the lesson. Students will extend their journal entry, focusing on how their creative paragraphs extending Langston Hughes poem Mother to Son affects the poems tone, to analyze how omission can affect tone as an element of diction. This focus on analyzing a specific literary device, ommission, aligns with the NC content standard RL.11-12.4, while also engaging students in the essential question for the overall unit. By having students extend a journal entry the teacher is able to better evaluate the overall and lasting impact the lesson on this standard had on each individual student. Based on this evaluation the teacher will be able to determine if further instruction on the standard is needed for students to fully grasp the concept. The rubric used to score this assessment will consist of four main categories: proper analysis of tone, appropriate grasp of the literary device of the lesson (omission), use of text citations, technical writing and presentation of the paper. |
| **Summative Assessment** | N/A |
| **Accommodations** | Drew:   * Drew will be given print outs of each of the paragraphs analyzed by the class so he can do his note-taking in a more visual manner, circling and drawing directly onto the paragraph. * Drew’s groups during analysis of the different paragraphs and poem will be instructed in passing by the teacher to read passages aloud before and during activity. (Each group will be instructed to read the passages aloud before working on them, but with Drew and Susana’s groups the teacher will check to make sure this occurs and give support). * Drew will be given a one page minimum on his journal entry homework project, instead of two pages. He may also create a visual representation of the paragraph he is analyzing to supplement or add to his journal entry, which he can work on during classtime devoted to the journal entry.   Paul:   * Partner for bellringer, presentation group, and the *Mother to Son* analysis group will all be instructed to hold their discussions centered around Paul’s desk because of his movement limitations in the classroom when in a wheelchair. * During presentation of four-pronged analysis worksheet Paul will present but remain seated at desk (at front of classroom for ease and access in and out of the door). * Group members for four-pronged analysis worksheet will be given not one but two extra worksheets, one to fill in and turn in to the teacher and one to fill in as Paul’s copy, on non-carbon paper, to supplements his notes. Paul will also have access to his groups sheet through the uploaded note sharing. * Notes structuing the 8 minute teacher-given lecture following student presentations will be given to Paul. * Journal entry and homework will be given a later deadline of 2-3 days instead of 1 day in compensation for the length and typing time required. * Paul will be allowed to use a computer to type any notes during times notebook writing is required.   Susana:   * Susana will be placed in a group for the four-pronged analysis worksheet and presentation with one to two strong students who, through observation and previous classwork, have shown themselves to the teacher to be communicative and vocal students. This will steer the group towards a heavier verbal analysis of the assigned paragraph. In turn, having a more verbal discussion of the anaylsis will allow Susana to be better involved, as she qualifies as ‘bridging’ in her speaking skills and ‘expanding’ in her listening skills. * Susana’s groups during analysis of the different paragraphs and poem will be instructed in passing by the teacher to read passages aloud before and during activity. (Each group will be instructed to read the passages aloud before working on them, but with Drew and Susana’s groups the teacher will check to make sure this occurs and give support). * During the group construction of a prose paragraph based on the poem *Mother to Son* Susana will be separatly instructed to create bullets outlining the narrative story her group creates as opposed to a fully fledged paragraph. If time allows she will be encouraged to take the bullet points and expand them into fuller sentenecs, eventually creating a paragraph. * Closure activity will not be collected, so Susansa can answer as many questions as she is able to with the allotted time. * Susana will not have to meet the minimum 2 page requirement for the homework paper but does have to include at least two refrences to the text that support her point. * While students work on their journal entries the teacher will be walking around the room checking and assisting, Tacher will meet with Susana early during the allotted time to talk through an idea that she wants to use to answer the question, directing her to first use bullet points to write down her ideas then to expant them into a prose format. |
| **Materials** | *Their Eyes Were Watching God* (text) Zora Neale Hurston  Four-Pronged Analysis Worksheet [currently a hypothetical worksheet but I could create it]  Definitions of Figurative Language Literary Devices Worksheet  [currently a hypothetical worksheet]  *Mother to Son* (print out) Langston Hughes  Student Journals |
| **Organizational Structures** | **Direct Instruction:** Teacher will lead individual instruction following presentations of four pronged analyss worksheet to cover information presented and clarify.  **Group Work:** Bellringer involves group interaction. Four pronged analysis worksheet will be completed in groups, presentations will be completeted in groups. Initial discussion of essential question in relation to homework chapters will be with partners. Initial reading and analysis of *Mother to Son* will occur in pairs. Overarching comparison of *Mother to Son* with homework chapters will occur in groups of four.  **Whole Class Discussion:** Overall discussion of essential question in relation to homework chapters will occur as a class. Presentations, while completed in groups, will enagge the whole class, as will follow up questions on the presentations.  **Individual Work:** Journal entrys will be completed individually. |
| **Learning Activity Types** | **Reading Process Activity Types**   * Literary Terms Analysis * Critical Analysis/Reflection      * Note Taking * Literature Reading * Nonfiction Reading * Partner Discussion * Group Discussion * Whole Class Discussion   **Writing Process Activity Types**     * Free-writing /Guided Free-writing   **Performance Activity Types**   * Presenting |
| **Bell Ringer** | Students will begin class by arriving at their seats then being told what discussion partner to go to (1-3) then finding their assigned bell ringer partner to discuss:   * Aspects of the book they like and do not like * How they see the essential question of the unit applied to the section they read for homework * One question they have about the text   Students will then return to their desks and write out their one question about the text at the top of their journal which they will keep on their desk throughout the lesson, as the lesson calls for a journal entry later. If their question is answered during the lesson they should cross it out.  A student volunteer will summarize the homework chapters aloud to the class while remaining seated in an informal presentation fashion.  **(6 minutes)** |
| **Detailed Activities and Procedures** | Students will follow along with out loud reading of several passages of focus from the homework chapters of Their Eyes Were Watching God for the day’s lesson. Passages will be read by volunteer students.   * Nanny’s hopes towards freedom for herself, her daughter, and finally for Janie (page 48-49) * Second to last paragraph of chapter 3 (page 56 -57) * Janie and Joe starks interaction where “The memory of Nanny was still powerful and strong” (page 61) * Logan’s hurtful comments while they are in bed together (page 62- 63) * Logan’s outburst involving the momma comment (page 64-65)   **(9 minutes)**  Students will break up into five groups of three through counting off and each work with a particular passage *(more passages would be selected / analysis perspectives created so that each student presents individually if class size is larger)*. Students will first discuss literal meanings of the text in each passage. Students will be asked to consider implications of the characters words if not taken literally, searching specifically for figurative language. Students will then be asked to explore the text with “I wonder” questions focusing on the previously discussed concept of “omission.” Finally students will be asked to focus on the passages overall tone, and pick out a few words that most affect the tone in their passage. Scaffolding can include a worksheet to break down the analysis; alongside presented definitions of the figurative language they are analysis. Each group will be presented with this worksheet to fill out and turn in after their presentation as the first formative assessment of the lesson, with students having the opportunity to have their own individual worksheet if they want or need one. Students will be asked to spend this time organizing who will present which of the four analysis of the passage to the class. All worksheets that are handed in for grading will be electronically scanned and uploaded online so students can review their peers work with the quotes they did not work with to supplement their notes.  **(10 minutes)**  Following group discussions each group will have one person present at the front of the classroom one of the four analyses they performed for their passage. Students will take notes during other group’s presentations. Presentations will be graded as an informal formative assessment.  **(25 minutes)**  Following the conclusion of the presentations the teacher will lead short lecture on each passage giving an overall summary and to add anything missed by the students’ analysis.  **(8 minutes)**  Next students will discuss in pairs the essential question of the unit; what constitutes a balance of power between two people? Students will focus on the relationships between Janie and Nanny as well as Janie and Logan as depicted in the text, using the notes they took from the student’s presentations and their own four-pronged analysis worksheet. Class will then come back together and teacher will call on groups to share their discussions.  **(7 minutes)**  Lesson will then transition into a poetry reading of *Mother to Son* by Langston Hughes. Poem will be read twice aloud by the teacher. Students will then share with their neighbors how and if the poem relates to Nanny and Janie’s relationship and why.  **(2 minutes for reading, 3 minutes for discussion)**  In groups of four, students will brainstorm a list of what things the speaker of the poem might have gone through in her life. Students will also discuss one word to embody the tone of the poem. After a few minutes of brainstorming ask students to rewrite the lines: *“For I’se still goin’, honey, I’se still climbin’, And life for me ain’t been no crystal stair.”* Students will create a short paragraph of prose including some of the challenges they brainstormed for the speaker’s life explaining some of the experiences the speaker has “climbed” through while still maintaining the same tone as is embodied in the poem. Students will embody the same use of language as in the poem to address the NCTE Standard: *“Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.”*  **(6 minutes)**  Students will reflect individually on their groups prose paragraph. Students will consider the questions: does the paragraph they created maintain the same tone? How does the omission of specific information in the poem make the tone stronger? These reflection questions will then be the springboard for a journal entry on either the topic of omission as a strategy to affect the tone and meaning of a text or how figurative language affects the tone and meaning of a text, as discussed earlier in the lesson.  **(10 minutes)** |
| **Closure** | Each student will write in their journals following their journal entry the following:   * One example of omission from the text *Their Eyes Were Watching God* that was not one of the excerpts provided in the first activity   Then they will answer as many of the following questions as they can with the allotted time.   * What is the context behind this excerpt? * Based on the context of the excerpt, decode what the omission is trying to say. * What questions does this excerpt arise from you? What would you ask Hurston to explain? * Do you think omission works in the story? Can you think of any ways you use omission in your life?   If any questions from the bell ringer activity were not addressed in the lesson students will ask them during this time.  **(4 minutes)**  Homework will include both reading and the expansion of the journal entry to 2 typed pages with three+ specific references to both texts, to be collected at the start of the following class. Students will be allowed to take home their journals to aid their typed response, the bell ringer and closure questions discussed during the next class. |
| **References** | <https://www.edutopia.org/blog/22-powerful-closure-activities-todd-finley>  *Bridging English*. By Joseph O. Milner, Lucy M. Milner, Joan F Mitchell |