

Please help me to create a lesson plan for my 10th grade English class on theme related to Their Eyes Were Watching God.

**Matty**

Certainly! To tailor this lesson plan to your needs, could you please provide the following information:

How much time is allocated for this lesson on the theme in "Their Eyes Were Watching God"?

Are there specific educational standards or learning objectives that I should align the lesson with, such as Common Core State Standards?

Are there particular themes from the novel that you want to focus on?

Would you like to include any specific activities or strategies, such as discussions, literary analysis, writing assignments, or multimedia elements?

Do you have any students who require special learning accommodations or differentiated instruction?

What resources and technology are available to you and your students in the classroom?

With these details, I can create a more focused and appropriate lesson plan for your 10th grade English class.

**User**

60 minutes 2. Common Core 3. please choose one common theme from the novel as an example and students will then decide on ones they see. 4.

literary analysis and group work 5. I have 2 ELL students, one student with dyslexia, one with ADHA and 5 with anxiety 6. All students have laptops.

**Matty**

## **Lesson Plan: Exploring the Themes of "Their Eyes Were Watching God"**

**Grade Level: 10th Grade**

**Duration: 60 minutes**

**Common Core Standards:**

**CCSS.ELA-LITERACY.RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**CCSS.ELA-LITERACY.RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Learning Objectives:**

Students will identify and analyze a central theme in "Their Eyes Were Watching God."

Students will examine how the theme develops throughout the novel and is reflected in the characters, setting, and plot.

Students will engage in a group activity to explore various themes in the text.

Students will present their findings to the class.

**Prerequisite Knowledge:**

Students should have read "Their Eyes Were Watching God" or a significant portion of it.

Students should be familiar with literary terms such as theme, character, setting, and plot.

**Materials:**

Laptops with Internet access

Whiteboard or smartboard

Copies of "Their Eyes Were Watching God"

Handouts with quotes and passages relevant to themes

Literary analysis worksheet

## **Anticipatory Set (5 minutes):**

Title Slide: **Decoding the Layers: Unveiling Themes in 'Their Eyes Were Watching God'**

Play a short clip from a film adaptation or an audio reading of a compelling excerpt from the novel that hints at the theme of love and relationships.

(There is a 2005 film adaptation of "Their Eyes Were Watching God" produced by Oprah Winfrey's Harpo Productions, starring Halle Berry as Janie Starks. You can look for clips from this film adaptation on streaming services or video platforms where it is available, such as YouTube or educational streaming services provided by your school district.)

After the clip, ask students to respond to the following prompts in a brief write-pair-share activity:

"What emotions or ideas do you think the characters are grappling with in this scene?"

"If you had to summarize the underlying message of this excerpt in one word, what would it be?"

Allow a few minutes for students to jot down their responses, then pair up to share with a peer. Finally, invite a few volunteers to share their observations with the class.

Transition to the direct instruction phase by indicating that these observations are touching upon themes that we will explore further.

## **Instruction:**

**Theme Introduction (5 minutes):**

Introduce the theme of 'Love and Relationships' as a central theme in the novel.

Provide a brief overview of how Janie's relationships influence her journey and personal growth.

**Textual Evidence Discussion (10 minutes):**

Discuss a selected passage that exemplifies the theme with the whole class, modeling how to extract themes and supporting evidence.

**Modeling Theme Extraction and Supporting Evidence:**

Slide: "Discovering Underlying Themes"

Begin by displaying a slide with the chosen excerpt from "Their Eyes Were Watching God" that illustrates the theme of 'Love and Relationships.'

Read the excerpt aloud slowly, then repeat, this time annotating the text live with the class or on an interactive whiteboard. For example:

"He could be a bee to a blossom — a pear tree blossom in the spring. He seemed to be crushing scent out of the world with his footsteps. Crushing aromatic herbs with every step he took. Spices hung about him. He was a glance from God."

**Think-Aloud Process:****Identify Powerful Imagery or Metaphors:**

"Notice the metaphor of a bee to a blossom. What qualities do bees and blossoms have? Let's think about this in terms of relationships. There's a natural element of attraction and harmony – bees are drawn to blossoms, signifying a form of union or coming together..."

**Interpret the Language and Tone:**

"The words 'crushing,' 'scent,' 'spices,' and 'glance from God' evoke a sense of something precious and divine. This can be

interpreted as romantic love being both tangible in its sensations and elevated in its significance..."

**Connect to Character Experiences:**

"Recall Janie's experiences with love. How do these descriptions relate to her journey? They seem to symbolize her quest for a love that's intoxicating and spiritually fulfilling, which is a recurring motif throughout the novel..."

**Inferring the Theme:**

"So, pulling these observations together, one can infer that a theme here revolves around the quest for an ideal love — one that's enriching, profound, and perhaps, divinely orchestrated."

**Extracting Supporting Evidence:**

"As supporting evidence for this theme, we pick out specific phrases like 'a glance from God.' Why? Because it shows the author's intention to elevate the concept of love to a higher realm, far beyond the mundane."

After this demonstration, encourage students to approach passages with a similar analytical mindset. Ask guiding questions throughout the modeling, such as, "What stands out to you in this passage?" or "How might this description affect our understanding of Janie's character?"

*Modeling in this way can scaffold students' abilities to independently analyze text. It demonstrates how to dissect language, connect literary elements to themes, and justify interpretations using specific evidence from the text. This strategy can also bolster the confidence of students who might be apprehensive about approaching complex literary analysis on their own.*

**Group Work: Literary Analysis (25 minutes):**

Divide students into small groups.

Hand out the literary analysis worksheet that prompts each group to choose a different possible theme from the novel and find textual evidence supporting its development. (worksheet at the end of this document)

ELL students can use translation tools on their laptops, and the worksheet will include simplified instructions and definitions.

Students with dyslexia will be provided with digital copies of the text that can be paired with text-to-speech software if necessary.

Students with ADHD will have clearly defined roles within the group to help them stay focused on the task.

Students with anxiety will be reassured that the group work is collaborative, non-judgmental, and they can contribute at their own pace.

### **Group Presentations (10 minutes):**

Each group presents their chosen theme, supporting evidence, and a brief analysis of its significance in the novel.

Encourage constructive feedback and discussion among classmates.

### **Closure (5 minutes):**

Recap the themes discussed by each group.

Highlight how the exploration of themes leads to a deeper understanding of the novel's underlying messages.

### **Assessment:**

The literary analysis worksheet serves as an informal assessment of students' understanding.

Observation of group discussions and presentations to assess comprehension and engagement.

A follow-up assignment where students individually write a short paragraph expanding on one of the themes discussed in class.

## **Differentiation:**

Using technology accommodates diverse learner needs and accessibility.

Assignments and roles within groups allow students to engage according to their strengths and comfort levels.

ELL students have language support through translation tools and visual aids to help grasp complex literary concepts.

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## **Handouts with Quotes and Passages Relevant to Themes**

**Handout Title: Exploring the Tapestry of Themes in 'Their Eyes Were Watching God'**

This handout will contain curated excerpts from the novel, each illustrating potential themes such as:

Love and Relationships

The Journey of Self-Discovery

Power and Conformity

Race and Cultural Identity

The Role of Community

Each theme will have 2-3 quotes or passages for students to analyze with their groups. For instance:

### **Love and Relationships**

"He could be a bee to a blossom — a pear tree blossom in the spring. He seemed to be crushing scent out of the world with his footsteps. Crushing aromatic herbs with every step he took. Spices hung about him. He was a glance from God."

"Janie saw her life like a great tree in leaf with the things suffered, things enjoyed, things done and undone. Dawn and doom was in the branches."

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## Literary Analysis Worksheet

### Worksheet Title: Weaving Themes Through Janie's Eyes

This worksheet will guide students through the process of analyzing a theme by providing them with a structured approach:

#### **Theme Identification:**

List the theme your group has chosen.

#### **Textual Evidence Collection:**

Cite at least three passages from the novel that you believe contribute to this theme.

Provide a brief explanation of why you chose each passage.

#### **Theme Development:**

Describe how the theme develops through the story. Consider how it's introduced, how it grows with the protagonist, and what final shape it takes by the end of the novel.

#### **Character and Theme Interaction:**

Discuss how the characters, especially Janie, interact with this theme.

How does it affect their decisions, relationships, and growth?

#### **Personal Reflection:**

Reflect on how this theme relates to modern-day issues or your personal experiences. Do you think the thematic message is still relevant?

#### **Presentation Preparation:**

Prepare a short explanation of your theme to share with the class.

Include quotes, page numbers, and the group's analysis.



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# Literary Analysis Worksheet Rubric: "Their Eyes Were Watching God"

## Theme Development (4 Points):

**Excellent (4 points):** Students provide a nuanced explanation of the theme's development throughout the novel, referencing specific plot points, characters, and passages.

**Good (3 points):** Students explain the theme's development, with minor gaps in connection to plot points, characters, or passages.

**Needs Improvement (2 points):** Students describe the theme's development with significant gaps or lack depth in their explanation.

**Insufficient (1 point):** Students fail to describe the theme's development or their description lacks connection to the novel.

## Character and Theme Interaction (4 Points):

**Excellent (4 points):** Students offer insightful analysis of how Janie and other characters' experiences are intertwined with the theme, showing thorough comprehension.

**Good (3 points):** Students provide a good analysis of character interactions with the theme but may oversimplify complex character dynamics.

**Needs Improvement (2 points):** Students provide a basic analysis with significant misunderstanding or oversimplification of characters' interactions with the theme.

**Insufficient (1 point):** Analysis of characters' interaction with the theme is missing, incorrect, or extremely oversimplified.

## Personal Reflection (2 Points):

**Excellent (2 points):** Reflects thoughtfully on the theme's relevance to modern-day issues or personal experiences; demonstrates a personal connection with the text.

**Good (1.5 points):** Provides a basic reflection on the theme's relevance but lacks depth or personal insight.

**Needs Improvement (1 point):** Reflection is generic or superficial with no clear connection to modern-day issues or personal experiences.

**Insufficient (0.5 point):** Little to no reflection on the theme's relevance to modern life or personal experiences.

### **Presentation Preparation (2 Points):**

**Excellent (2 points):** The group is fully prepared with a clear, organized explanation including direct quotes, page references, and comprehensive analysis.

**Good (1.5 points):** The group is mostly prepared with a solid explanation but may lack in organization or include minor inaccuracies.

**Needs Improvement (1 point):** The group is somewhat prepared but presentation lacks clarity, organization, or contains significant inaccuracies.

**Insufficient (.5 point):** The group is unprepared for the presentation, lacking clear explanation, organization, and accuracy.

### **Total Points Possible: 20**

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This rubric provides clear criteria for each aspect of the literary analysis process, guiding students toward a thorough and grounded understanding of the theme. It can be adapted or extended to include other themes or additional categories, such as group collaboration or participation, if you choose. You may also assign different weights to each category based on the priorities of your lesson objectives

