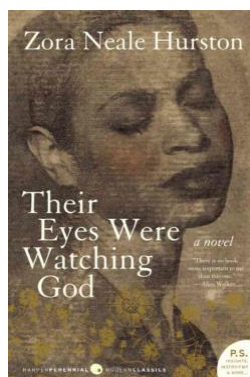


Their Eyes Were Watching God

Lesson Plan



ISBN-10 0061120065

ISBN-13 978-0061120060

Author Hurston, Zora Neale

Publisher Harper Perennial Modern Classics

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Lexile 1080L

Genre Fiction

Synopsis Told in rich dialect, this story describes an African-American woman's search for a fulfilling relationship through two loveless marriages. She finally finds an ideal match with Tea Cake, an itinerant laborer and gambler. This book was published for an adult readership and thus contains mature content. Before handing the text to a child, educators and parents should read the book and know the child.

Themes Race, Resilience

Protagonist African-American Female

Note Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Introduction



Summary

Their Eyes Were Watching God is a novel about a young girl, Janie, and her discovery of love, life, and happiness. The novel begins with Janie returning home to Eatonville alone. Janie's friend Pheoby goes over to Janie's home to find out where she has been for the last few years; consequently, the novel really begins with a story that Janie tells Pheoby about her journey to life, love and happiness.

The dialect in the novel is hard to understand. The dialect that Zora Neale Hurston uses allows for the characters to come alive and seem real and relatable; however, pronouncing the words can be a little difficult. For example, on page 2 of the novel, the dialogue is as follows:

“What she doin coming back here in dem overalls? Can't she find no dress to put on?—Where's dat blue satin dress she left her?—where all dat money her husband took and died and left her?—What dat ole forty year ole 'oman doing wid her hair swingin' down her back lak some young gal? Where she leave dat young lad of a boy she went off here wid?

Zora Neale Hurston wrote the dialog as it had been spoken in the early 1900's by African Americans in the South. I recommend using the CD version of the book if possible. The CD is read by Ruby Dee and follows the novel word for word.

Content Warnings

The word “Nigger” is used a lot this book. If you are going to teach this novel, please be sensitive to the word and its meaning. The word and its origin are defined on Day 2 of the lesson plans.

There is also a scene on page 147 in which Tea Cake hits Janie to show the others that she is his possession. The conversation of his reasons and why others are jealous that Tea Cake is able to leave a mark continues on page 148.

Map

You will want a map of Florida. You can draw the map yourself or pick up a map of Florida from the AAA store.

Community Connection

Have students read "Passing By" by Lois Merrihew. The theme this quarter is Change Requires Effort.

Animals have played an important role in American history and still continue to work for us.

What do you think is the theme of "Passing By"?

What role can animals play to help facilitate change?

How was this man's life changed by an animal?

"*Passing By*," by Lois Merrihew (written in 1939)

I saw a man and a dog pass by
And the dog was his master's seeing eye.
The sight, to my eye was a joyous feast
And I pondered the worth of the noble beast.
What better reason has one to live
Than have a service that he can give?
To be of help on life's rough road
And help another to carry his load?
I envied the dog with the seeing eye
As he led his master so proudly by,
Ever alert to his master's care
And proud of the cross he had to bear.
No thought of greed, no selfish whim,
No motive mean to hamper him.
Proud of the privilege to serve and be
The eyes for his master who cannot see.
Giving his life with a joyous heart
Willing and eager to do his part.
No wonder I was thrilled as they passed me by
That man and his dog with the seeing eye.

Class Project

As a class, list all of the ways animals can perform service to humans:

- As a class, list the organizations that protect animals.
- Once completed, have students break off in pairs to research their animal, service, or protection group.
- What service is provided?
- What kinds of animals are used?
- How much training is involved?
- What is the cost?
- What role do animal rights play in their training, breeding, and use?
- Why do animals need to be protected?
- What kind of industry is attached to the care and breeding of animals?
- What negative role can animals play in growth and progress? (Think agricultural industry in California or expansion of roads/building)
- How can you balance the needs of animals with the needs of humans?

Outreach

- What groups in your community support animals?
- What roles do animals play to help in your community?
- Contact agencies that employ animals to help the community.
- Invite a handler in or interview the handler and report back to your class?
- Contact an agency in your community that supports animals.
- Volunteer in their agency.

Film Resources

There is a film version of this novel starring Halle Berry, [Ruben Santiago-Hudson](#), [Terrence Howard](#), and Michael Ealy. The film is not rated and was a made-for-TV film in 2005. The movie is 113 minutes long.

Final Writing Assignment

As a final writing assignment, students will examine the theme of Change and will write a five paragraph essay Response to Literature.

Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Day 1



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Who is Zora Neale Hurston?

Zora Neale Hurston was born in Notasulga, Alabama in 1891. Her father was a Baptist preacher and mayor of Eatonville, Florida, where Zora Neale Hurston moved to when she was three. Eatonville was the first all-black community to be acknowledged by the United States. Her mother, Lucy Ann Potts, was a school teacher. Zora Neale Hurston went to Howard University and graduated with a BA in Anthropology. She also attended Barnard College in New York and became the first black woman to graduate from the prestigious women's college. Zora worked as a maid and manicurist to pay for her education. It was during the Harlem Renaissance that Zora Neale Hurston found her voice and talent for writing. She wrote many short stories and poems, but is best known for novel *Their Eyes are Watching God*, which she wrote in seven weeks. The novel

shadows her life in her search to find her “identity as an African American woman suppressed by the constraints of society.”

www.lkwdpl.org/wihohio/hurs-zor.htm

<http://www.webster.edu/~woolfilm/hurston.html>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

resignation (1)	sodden (1)	unraveling (2)	pugnacious (6)	dilated (7)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 1-7

Setting	Characters	Pages
Town, where women are sitting on their front porch	Janie Starks, Pearl Stone, Mrs. Sumpkins, Lulu Moss, Pheoby Watson	1-4
Back porch of Janie’s home	Janie Starks, Pheoby Watson	4-7

RESPOND

5. Timeline

Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

Students might mention:

- Janie is walking home after being gone for quite a while.
- Janie arrives in overalls, but she left in a blue dress.
- Women are gossiping and talking about her as she walks past them.
- Janie left with a man, but returns alone.
- Pheoby Watson, her best friend, defends her against the names that the other women are calling her.
- Pheoby brings Janie dinner.
- Janie tells Pheoby that Tea Cake, the man she left town with, didn’t leave her or take her money.
- Tea Cake is gone, but not because of what everyone may think.
- Janie asked Pheoby if she has to go serve dinner to her husband.
- Pheoby says that she can stay, so Janie begins to tell her the story of what happened to her and Tea Cake.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Open Mind Portrait

Create an Open Mind Portrait for the character Janie Starks

Map

Draw a map of Florida and locate the Everglades. You could also get a map of Florida—

either from authoritative digital or print resources—and label the locations with a tack or push pen.

Word Bank

Create a dialect vocabulary word bank. Identify 5 words in this section of the book that have a different dialect spelling than what we use in today's English language. For example: "Ah" is "I", "lawd" is "lord" and "tuh" is "to".

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

KWL Chart

Create a KWL chart of Zora Neal Hurston. Read through the forward and write down some facts that you have learned regarding her and how she grew up.

Research and Poster of Zora Neal Hurston

Find or draw a picture of Ms. Hurston and write down 5 key facts about her under her picture.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Who is telling the story?
2. What does this quote mean: "*Ships at a distance have every man's wish on board. For some they come in with the tide. For others they sail forever on the horizon, never out of sight, never landing until the Watcher turns his eyes away in resignation, his dreams mocked to death by Time*"?
3. Why are the women talking nastily about Janie as she returns to town?
4. Ms. Hurston describes Janie with "*rope of black hair...to her waist.*" Do you think that is significant to the story? Explain.
5. What has Janie done wrong in the eyes of the women?
6. Who is Tea Cake?
7. Where has Janie been the last year and a half?
8. Janie says Tea Cake is gone. Where do you think he is? What evidence does Hurston use to make you come to that conclusion?
9. Hurston uses a specific dialect in the writing of this first chapter, and throughout the book. What does this tell you about the time period of this story?

9. Analyze Analyze the key paragraph.

Key Passage, p. 1

"Ships at a distance have every man's wish on board. For some they come in with the tide. For others they sail forever on the horizon, never out of sight, never landing until the Watcher turns his eyes away in resignation, his dreams mocked to death by Time. That is the life of men" (p. 1).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Hurston used the image of a ship sailing to describe the dreams and hopes of men during the 1930's. Compared to what you know about life in the 30's, how have things changed? What has remained the same?

Write a paragraph that argues either for or against the metaphor of a sailing ship describing the dreams of men in our modern society. Is this an appropriate image? How have dreams changed or stayed the same in the last 80 years?

11. Close Close by extending today's lesson to life and the world.

Community Connection

KWL Chart

K	W	L
What do you know?	What do you want to know?	What have you learned?

Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Day 2



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Where did the terms “Colored” and “Nigger” come from?

The word *colored* was used to describe a dark or black person during the period of slavery and continued throughout the Civil War. It has been used negatively through history to separate the races white and non-white. People described as *colored* included Asian American, Native American, Mexican American, and those of mixed-race descent.

Nigger- *noun Slang: Extremely Disparaging and Offensive.* a black person. a member of any dark-skinned people. *Slang: Extremely Disparaging and Offensive.* a person of any race or origin regarded as contemptible, inferior, ignorant, etc. a victim of prejudice

similar to that suffered by blacks; a person who is economically, politically, or socially disenfranchised.

Hurston uses the terms colored and nigger in this novel in the context of dialogue between the characters Janie and her grandmother. During this time period, these terms were used in everyday spoken language between African Americans; however, the word is considered offensive in today's language and sensitivity must be used while using these words.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

aggravating (8)	conscious (10)	commenced (10)	inaudible (11)	impatience (11)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 8-15

Setting	Characters	Pages
Back porch of Janie's house	Janie, Pheoby	8-10
Mr. and Mrs. Washburns plantation	Flashback: Janie, Nanny, Eleanor, Mrs. Washburn	10-12
Pear tree on plantation	Janie, Johnny Taylor	12
Mr. and Mrs. Washburns plantation	Janie, Nanny	12-15

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Janie tells Pheoby that she did not know her mother or her father.
- Janie's grandmother, Nanny, raised her.
- Janie tells Pheoby that she didn't know she wasn't white until the age of 6.
- Janie was raised in West Florida with Nanny and the Washburn family.
- Janie compares marriage to a pear tree.
- Nanny catches Janie kissing Johnny Taylor.
- Nanny tells Janie that she is a woman now, at 16, and must marry
- Nanny tells Janie that Brother Logan Killicks came calling on Janie, but it was not the time. Now is the time.
- Janie cries, telling her nanny that she doesn't want to marry and that she is not yet a woman.
- Nanny tells Janie she wants her to marry for protection, because she is getting old and needs someone to look after her. Nanny will not be around much longer.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Open Mind Portrait

Add to OMP of Janie. Create a new OMP for the character Nanny.

Map

Locate West Florida on your map.

Word Bank

Add five new words to the dialect vocabulary word bank.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Cubing Character Information

Create a Cubing Biography for Janie.

Research and Sketch

Sketch a Pear Tree as mentioned on page 11. Research its Kingdom, class, division, family, climate, and origin and place information under the sketch.

Simile, Metaphor, Imagery Chart

The author does a great job using imagery, similes, and metaphors to paint a picture of how life was in west Florida during the early 1900's. She uses metaphors to draw out Nancy and Janie's emotions. Pick 3 similes/metaphors in this chapter and explain what they mean. For example: she used the bee sinking into the sanctum of bloom to describe the joining of marriage between a man and a woman.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Who raised Janie? Why?
2. Why did Janie call her grandmother Nanny?
3. Where did the nickname Alphabet come from? Why was Janie called Alphabet and not her given name?
4. Janie stated that she didn't know she was "colored" growing up. Why is this significant in the story?
5. Why does Janie believe her life began at Nanny's gate?
6. What styles of writing does the author use to describe marriage? Is it effective?
7. What is symbolic about the pear tree?
8. The voice in this chapter changes. Who is telling the story in this chapter?
9. Why does Nanny want Janie to marry?
10. What are your thoughts about marrying at age 16?
11. Nanny wants Janie to marry for "protection" not love. What kind of protection is Nanny referring to?

12. Do you think Janie will marry Mr. Killicks? Why or why not?

9. Analyze Analyze the key paragraph.

Key Passage, p. 14

“Honey, de white man is de ruler of everything as fur as Ah been able tuh find out. Maybe it’s some place way off in de ocean where de black man is in power, but we don’t know nothin’ but what we see. So de white man throw down de load and tell de nigger man tuh pick it up. He pick it up because he have to, but he don’t tote it” (p. 14).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

During the late 1800’s and early 1900’s, black men and women went from a form of slavery where labor and ownership were key factors to slavery of the mind, where individuals feel trapped by one’s thoughts, as opposed to force. Now, in 2013, we have a black president. A black man is in power, and the dreams of many are no longer on the ships sailing forever into the horizon.

What significant changes have occurred in history that give way to a change that has affected many ethnic groups, not just African Americans? Do you think more change is possible?

Write a paragraph arguing whether or not you believe more change is possible in our society. In that paragraph, describe the vision, plan and effort that need to exist in order for the change to occur.

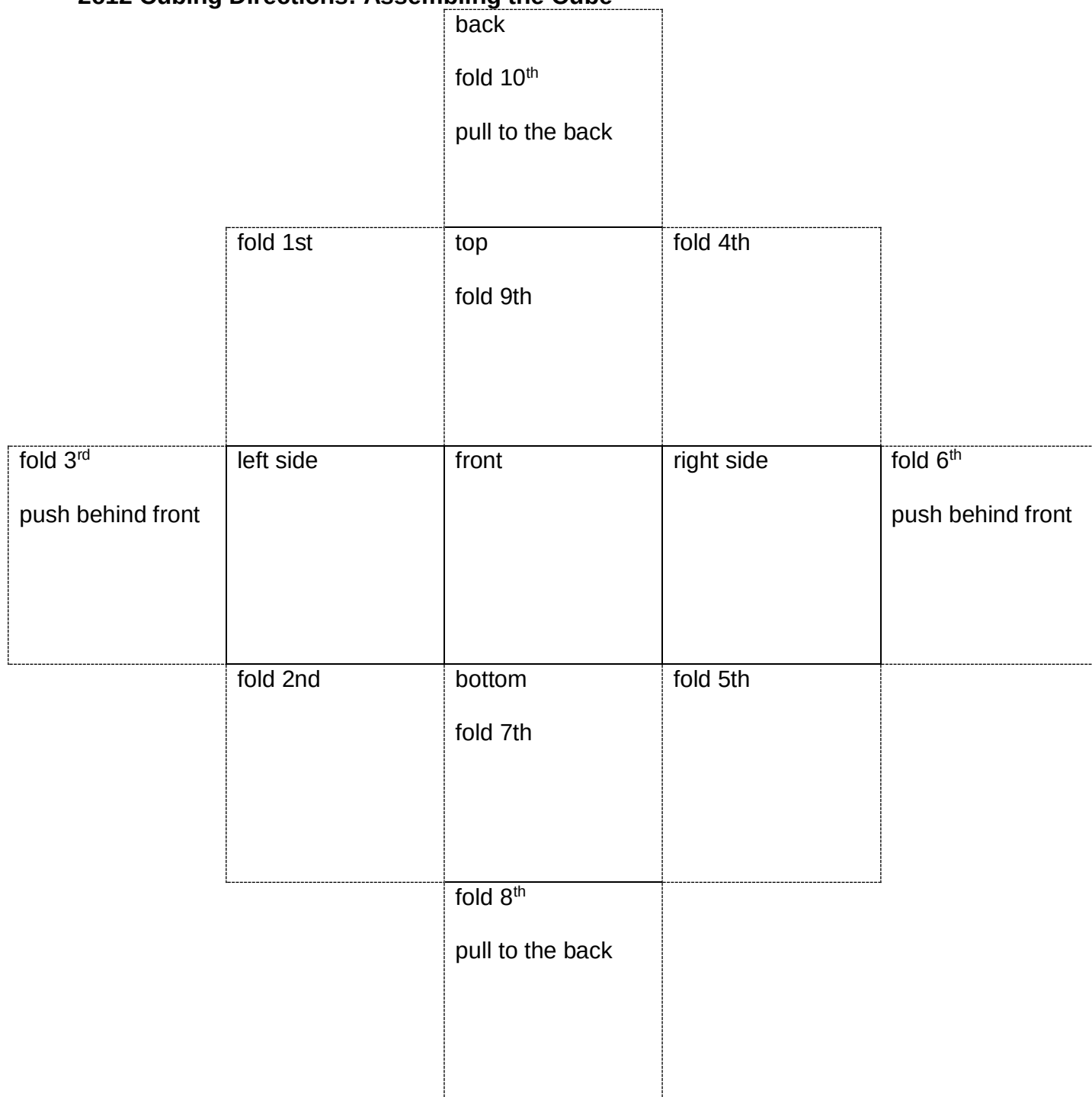
11. Close Close by extending today’s lesson to life and the world.

Community Connection

10c12 Cubing Biography

		Who is person? Date of birth? Death?			
		Where did this person grow up?			
	What relationships did this person have?	What did this person do?	What was this person like?		
		Why is this person important?			

2c12 Cubing Directions: Assembling the Cube



1. Answer the question in each un-shaded box.
2. Cut out the cube on each dotted line – do not cut any solid lines.
3. Crease each solid line back to make it easier to fold.
4. Put a little paste, glue, double-sided tape or a drafting dot on each shaded square. Do not get paste or glue on the un-shaded squares. **Carefully fold the squares in the order specified sticking squares to pasted surfaces underneath as you go.**

Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Day 3



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

How were women treated during slavery?

During the era of slavery, many African American women, including young girls, were often beaten, assaulted, and raped by their master. According to some, the beatings and rape were usually directed toward teenage girls and young women. It was not uncommon for a slave to have a baby by their master. Even though many African American women were raped by their master, there were occasions when a master developed feelings for their slave and the relationship was one of love.

For more information regarding women and slavery, please feel free to look up the following names: Harriet Tubman, Sojourner Truth, Sally Hemings, Elizabeth Johnson Harris, Hannah Valentine, and Vilet Lester.

<http://histclo.com/Act/work/slave/am/sa-girl.html>
http://womenshistory.about.com/od/hemingssally/a/sally_hemings.htm

In this reading, you will read how Janie's mom, Leafy, and Janie were conceived. Nanny had a relationship with her master (she does not state if she was raped) and had Leafy. Leafy was raped by her school teacher, which resulted in a pregnancy. Their child's name was Janie.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

plantation (16)	gallop (16)	pacifying (17)	overseer (18)	flounced (18)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 16-20

Setting	Characters	Pages
Somewhere in West Florida	Nanny, Janie	16
Slave plantation	Flashback: Nanny, Leafy, wife of the house	17-18
The swamps	Flashback: Nanny, Leafy	18-20

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Nanny is talking to Janie and telling her that she was born a slave.
- Nanny tells Janie that she was upset that she wasn't able to be the woman she wanted to be due to slavery.
- Nanny recalls when her master left her to fight in the Civil War.
- Nanny's Master rapes her, and she has a child as a result.
- After the master of the house leaves, the wife comes into Nanny's sleeping quarters and asks to see Nanny's baby.
- The Mrs. beats Nanny after seeing the baby. The baby has "wid gray eyes and yaller hair".
- The Mrs. tells Nanny she is going to send her down to the whipping post and will sell the baby when she is one month old.
- Nanny runs away in the middle of the night with Leafy and hides in the swamps.
- Nanny moves to West Florida with Leafy.
- Leafy comes home after being gone all night and Nanny realizes that Leafy was raped by her school teacher.
- Leafy turns to liquor after Janie is born.

- Nanny takes care of Janie while Leafy went away.
- Nanny saves some money and buys a little place for her and Janie.
- Nanny tells Janie to marry and have sympathy for her. Everything she has done has been for Janie.
- Nanny leaves and meets up with the Washburn's. She begins a new life working for them.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Open Mind Portrait

Add to the OMP of Nanny.

Word Bank

Add five new words to the dialect vocabulary word bank.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Character Profile Chart

Create a character profile chart of Nanny.

Plot Profile Chart

Using the reading from the last few days, create a plot profile chart of the main events to date. Scale them 1-10 based on their level of importance to the story.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What kind of life was Nanny born into?
2. In what ways was Nanny not able to be a woman?
3. The author used the term colored in this chapter. What does that say about the time period of this story?
4. How would you describe Nanny's life on the plantation?
5. Why is Nanny taking care of Janie instead of Janie's own mom?
6. Why does the Mrs. of the plantation want to see Nanny's baby?
7. What did the Mrs. do to Nanny after seeing the baby?
8. Why did Nanny leave the plantation?
9. How did Nanny find out she was finally a free woman?
10. What happened to Janie's mom, Leafy, at 17? What happened to Leafy as a result?

9. Analyze Analyze the key paragraph.

Key Passage, p. 19

“And, Janie, maybe it wasn't much, but Ah done de best Ah kin by you. Ah raked and scraped and bought dis lil piece uh land so you wouldn't have to stay in de white

folks' yard and tuck yo' head befo' other chillum at school. Dat was ok when you was little. But when you got big enough to understand things, Ah wanted you to look upon yo'self. Ah don't want yo' feathers always crumpled by folks throwin' up think in yo'face. And Ah can't die easy thinkin' maybe de menfolks white or black is makin' a spit cup outa you: Have some sympathy fuh me'" (p. 19).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Nanny has worked hard and sacrificed to give Janie a good life. She earned and saved enough money to buy a piece land they could call home. Nanny had a vision and a goal in mind, so she did what she needed to make it a reality. Have you ever wanted something better and have had to save to get it?

Write a paragraph in which you argue in favor for working hard towards a goal. In your own words, describe why the benefits outweigh the costs associated with pursuing your dream. Provide a counterargument, but conclude your paragraph with an argumentative claim.

11. Close Close by extending today's lesson to life and the world.

Community Connection

3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity	Description									
Event	1	2	3	4	5	6	7	8	9	10

4g6 Character Profile Chart

The diagram is a central vertical rectangle labeled "Character" at the top. It is connected by diagonal lines to four trapezoidal boxes labeled "Trait 1", "Trait 2", "Trait 3", and "Trait 4". Each trait box is further connected by diagonal lines to two rectangular boxes labeled "example 1" and "example 2". The layout is symmetrical, with Trait 1 and Trait 2 at the top, and Trait 3 and Trait 4 at the bottom.

Character

Trait 1

Trait 2

Trait 3

Trait 4

example 1

example 2

Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Day 4



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a marriage?

A marriage is an emotional and physical commitment. Love, loyalty, financial stability, and honesty are among the few components that make up the institution of marriage.

http://www.classicalvalues.com/archives/2008/11/the_sordid_hist.html

2. Word Wall

abundance (21)	conjecture (21)	malice (22)	dwindled (24)	mien (24)
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READ

3. Review

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 21-25

Setting	Characters	Pages
Nanny's house	Nanny, Janie, Logan	21
Mrs. Washburn Kitchen	Nanny, Janie,	22-24
Janie's home	Janie	25

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Janie marries Logan Killicks.
- Janie goes to see Nanny shortly after getting married.
- Janie tells Nanny that she doesn't love Logan and wants to know what she can do to love him.
- Nanny tells Janie to stop complaining and worrying about loving him.
- Janie would rather be shot with tacks than be married to Logan Killicks.
- Janie leaves and Nanny asks for the Lord's help.
- Nanny dies a month after that talk with Janie.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Open Mind Portrait

Add to your OMP of Janie and to your OMP of Nanny.

Word Bank

Add five new words to the dialect vocabulary word bank.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Pro and Cons

Create a list of 5 Pros and 5 Cons of marrying Logan Killicks. At the bottom of the list, predict whether or not you think Janie will stay with Logan Killicks.

Character Profile Chart

Create a character profile chart of Janie.

8. Discussion

Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why did Janie marry Logan?
2. In your opinion, should Janie have married Logan Killicks?

3. Why was Janie so unhappy with her marriage?
4. Was Nanny right in convincing Janie to marry someone she didn't love?
5. Why did Janie go see Nanny?
6. Describe Logan Killicks. What kind of person is he? How do you know?
7. How does Logan treat Janie?
8. How does the meaning of marriage differ in the eyes of Nanny and Janie? Explain.
9. Why does Janie believe that Logan Killicks isn't meant to be loved?
10. What advice does Nanny give Janie? Would you have given her different advice? If so, what would you have told her?
11. Do you think Janie will stay with Mr. Killicks? Why or why not? Give reasons to support your answer.
12. How does Janie define marriage? Do you think she knows what love is? Explain.
13. What is your opinion of love and marriage? Explain.

9. Analyze Analyze the key paragraph.

Key Passage, p. 24

“Ah wants thins sweet wid mah marriage lak when you sit under a pear tree and think. Ah...’

‘Taint no use in cryin’, Janie. Grandma done been long uh few roads herself. But folks is meant to cry ‘bout somethin’ or other. Better leave things de way dey is. Youse young yet. No tellin’ whut mout happen befo’ you die. Wait awhile, baby. Yo’ mind will change” (p. 24).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Nanny is hoping that Janie will change her mind about her marriage. Nanny believes that Janie has a distorted view of life, love, and marriage. Nanny has been around a long time and she believes that life is about survival and protection, not love and dreams.

Write an argumentative paragraph either siding with or against Nanny's advice. What would you choose to do: leave an unhappy marriage, or stick it out? What are the consequences of each action?

11. Close Close by extending today's lesson to life and the world.

Community Connection

4g6 Character Profile Chart

The diagram is a central vertical rectangle labeled "Character". It is connected to four trapezoidal boxes labeled "Trait 1", "Trait 2", "Trait 3", and "Trait 4". Each trait box is further connected to two rectangular boxes labeled "example 1" and "example 2". The layout is symmetrical, with Trait 1 and Trait 2 at the top, and Trait 3 and Trait 4 at the bottom.

Character

Trait 1

Trait 2

Trait 3

Trait 4

example 1

example 2

Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Day 5



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is fate?

According to the Webster dictionary, fate is defined as: 1.) the will or principle or determining cause by which things in general are believed to come to be as they are or events to happen as they do 2.) an inevitable and often adverse outcome, condition, or end

In this chapter, fate has entered Janie's life. Janie is unhappy in her marriage and dreams of love, passion, and happiness. We are introduced to a new character: Joe Starks. Is it fate that has brought them together? Will Janie have a happy ending?

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

reaping (29)	debating (30)	bellowed (31)	bouquet (32)	solemn (32)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 26-33

Setting	Characters	Pages
Janie and Logan Killocks home, barn area	Logan and Janie	26-27
Janie and Logan Killocks home	Janie, Joe Starks	28-29
Janie and Logan Killocks home	Logan and Janie	30-32
Green Cove Springs	Janie and Joe Starks	33

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Logan stops wooing Janie.
- Logan would like Janie to help more around the farm, possibly even plow.
- Logan leaves to get another mule for plowing.
- While Logan is away, Janie meets Joe Starks walking down the street.
- Janie tells Joe that she is married, but continues to talk to him.
- Joe sweet-talks Janie and promises to treat her like a queen.
- Janie and Joe continue to meet up after Logan comes home.
- Joe tells Janie that he wants to marry her and will be waiting for her on the day he leaves for town.
- Janie tells Logan she has been thinking about their marriage.
- Logan tells Janie she is spoiled.
- Logan and Janie get into a fight when Logan asks her to help in the barn.
- Janie believes there is no reason to stay, because she doesn't love him and nothing is keeping her there; as a result, she decides to run away.
- Janie meets up with Joe Starks and they get married.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Locate and label Green Cove Springs on the map.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Sketch

Sketch Joe Starks. Use the information on pages 28-29 to help you create a sketch.

Bloom Ball

A bloom ball is a paper ball of 12 cut-out pentagon shaped circles. On each pentagon shaped circle, you will be asked to either draw or write something pertaining to the story. At the end of this novel, you will have 12 pentagon circles that you will later staple or tape together to create one large ball.

Side 1- List the complete title of the book, along with the author's first and last name. Place your last name and first initial at the bottom.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How is Logan treating Janie?
2. Has the "honeymoon" phase ended?
3. Why does Logan think Janie is spoiled?
4. Why do you think Logan married Janie?
5. Describe Joe Starks.
6. Why did Joe Starks look like the man Janie was looking for? What was it about Joe that attracted Janie?
7. How is Joe Starks different from Logan Killicks? Is Joe better than Logan?
8. What is your impression of Joe Starks? Explain.
9. Janie is a married woman. Do you think she did anything wrong by talking to Joe Starks? Why or why not.
10. Joe speaks of "change and chances." Do you believe that Joe will take care of Janie better than Logan? Why or why not?
11. Logan does not let on that it bothers him that Janie may run away. Do you believe that if he had expressed his fear of losing her, it would have made a difference for him?
12. Do you think that Janie purposely started a fight with Logan so she could find an excuse to leave him?
13. Why do you think Janie doesn't want to be married to Logan? Do you think he is a bad husband?
14. Does Janie love Joe Starks? How do you know? Explain?
15. Janie is searching for something. What do you think it is? Can it be found?
16. What value has Janie put on marriage? What is ironic about how Janie views marriage and how she treats her marriage?

9. Analyze Analyze the key paragraph.

Key Passage, p. 32

"A feeling of sudden newness and change came over her. Janie hurried out of the front gate and turned south. Even if Joe was not their waiting for her, the change was bound to do her good" (p. 32).

EXTEND

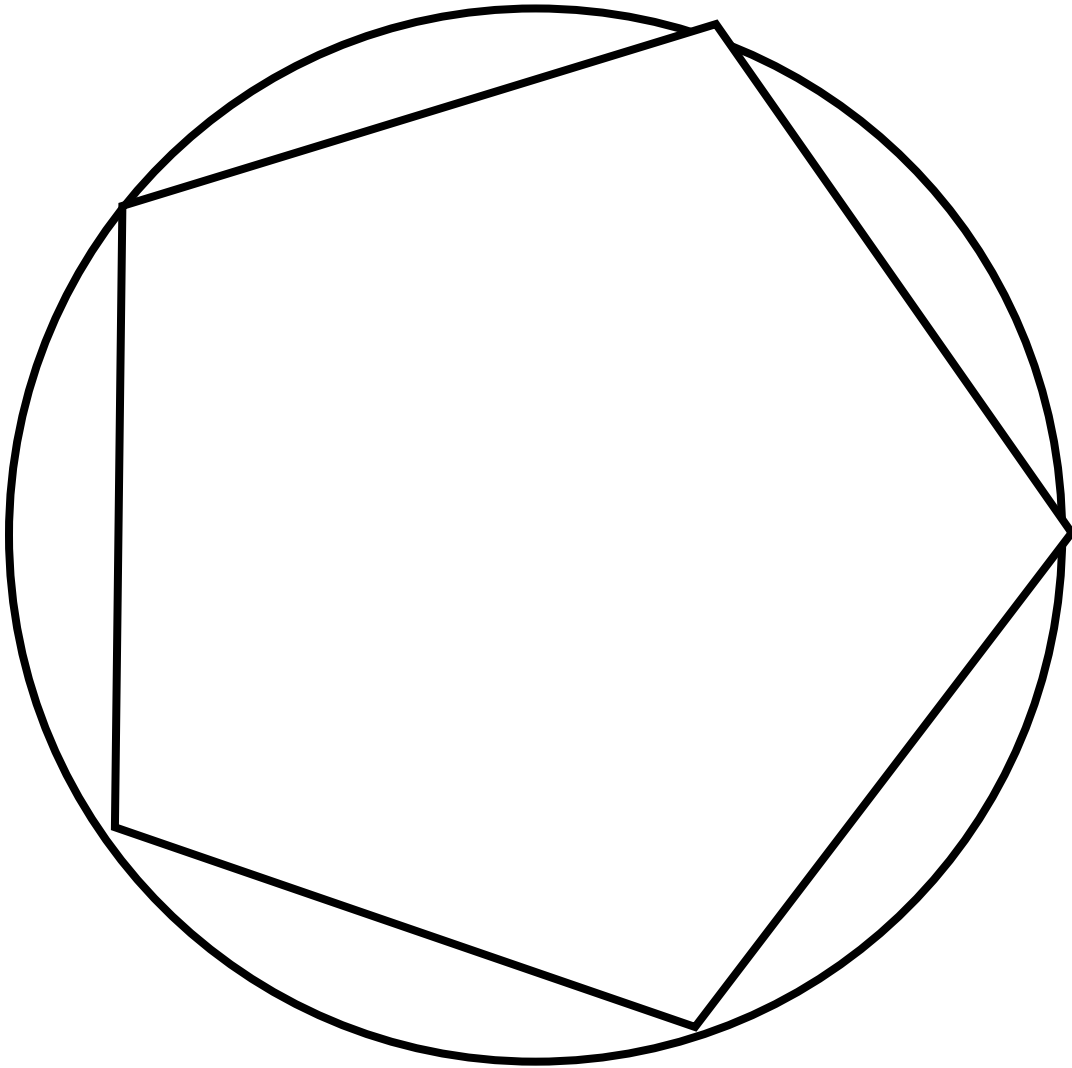
10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Janie has decided that she cannot live with Logan Killicks any longer. Without thinking and without having a plan of action, Janie leaves in search for a better life

Do you believe that Janie's decision is ethical? Write an argumentative paragraph that either supports or refutes Janie's decision. What would you do in this situation? What consequences does this decision bring with it?

11. Close Close by extending today's lesson to life and the world.

Community Connection



Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Day 6



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is the role of Mayor?

A mayor manages the budget and daily activities of their elected cities.

Mayor: 1.) Officer. The chief or executive magistrate of a city who bears this title. It is generally his duty to cause the laws of the city to be enforced, and to superintend inferior officers, such as constables, watchmen, and the like. The power and authority which mayors possess, being given to them by local regulations, vary in different places.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

sauntered (36)	incredulous (37)	boisterously (6)	jurisdiction (42)	pitiful (42)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 34-43

Setting	Characters	Pages
On a train to Eatonville	Janie, Joe	34
Eatonville	Janie, Joe, Lee Cooker, Amos Hicks	34-35
Eatonville, near oak tree	Lee Cooker, Amos Hicks	35-36
Janie and Joe's home	Joe, Lee Cooker, Amos Hicks	36-37
Janie and Joe's home on the porch	Janie, Amos Hicks	37
Eatonville	Lee Cooker, Amos Hicks	38-39
Janie and Joe's home	Lee Cooker, Amos Hicks, Tony Taylor	39-41
New store in Eatonville	Janie, Joe, and town people	41-43

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Joe and Janie arrive in Maitland and take a buggy to Eatonville.
- The town of Eatonville is not what they expected. It is small with a few houses "scattered in the sand".
- Joe meets two men, Lee Cooker and Amos Hicks, and asks them where the Mayor is and where they can stay.
- Hicks and Cooker tell Joe there is no Mayor in Eatonville.
- Joe and Janie find a house to rent.
- Joe buys 200 acres of land from Mr. Eaton in cash.
- Hicks tries to be extra polite while Joe is gone, but Janie doesn't pay attention to him.
- Hicks is irritated about the idea of a colored man buying land in cash.
- Joe's first order of business is to open a store and post office.
- Joe has a town meeting and hires the townspeople to help create the two roads and build the store.
- On the day the store is completed, Joe has Janie dress up and stand at the store.
- Joe, Janie, and the townspeople celebrate the opening of the store and elect Joe Mayor of the town.
- A townspeople asks Janie to speak, to which Joe replies that her place is in the house, not giving speeches.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Open Mind Portrait

Add to your OMP of Janie.

Map

Locate and label Maitland and Eatonville on the map of Florida.

Word Bank

Continue with the dialect vocabulary word bank. Identify 5 words that have a different dialect spelling than what we use in today's English language. For example: "Ah" is "I", "lawd" is "lord" and "tuh" is to.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Plot Storyboard

Recreate the story so far by using pictures. Under each picture, write a heading that describes that scene. Draw at least 5 pictures, but no more than 10.

Create the Town

Have students draw or recreate the town of Eatonville. You may use clay or paper to create the general store, post office, and homes.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why do you think Janie thinks of Joe as "portly like rich white folks"?
2. Do you think Joe will continue to buy things for Janie such as "lantern full of candies", or do you think he will stop after a while, just as Logan did?
3. Describe Eatonville. Was it what they imagined it would look like?
4. Why is Joe so insistent that there should be a Mayor in Eatonville?
5. The town has a governor, so why do you think that Eatonville doesn't have a mayor?
6. Hicks and Coker say Joe talks and acts like a foreman. Do you agree or disagree? Why?
7. What is your opinion of Lee Cooker and Amos Hicks?
8. How do the people in the town react when Joe tells them he is going to buy land from Captain Eaton?
9. What does Hicks hope to gain by staying behind and talking to Janie?
10. What is the significance of Joe opening a store and a post office with the land he bought?
11. In your opinion, why do you think Hicks is irritated by the fact that a "colored" man is able to buy land and pay in cash? Do you think he is jealous?
12. What happened at the meeting that Joe held at his house after he purchased the land? Do you think Joe wanted to be Mayor?
13. How is Joe treating Janie? Do you see a pattern with Janie and the men in her life?

14. When the townspeople ask Janie to give a speech of encouragement, Joe replies with “*Ah never married her for nothin’ lak dat. She’s uh woman and her place is in de home.*” What is the author hinting at in regards to married life for Janie and Joe? Is this treatment just of unjust, taking into account the social and gender norms of the time?
15. How is Janie feeling about her marriage to Joe? Do you think she is happy?

9. Analyze Analyze the key paragraph.

Key Passage, p. 39

“Us colored folks is too envious of one ‘nother. Dat’s how come us don’t git no further that us do. Us talks about de white man keepin’ us down! Shucks! He don’t have tuh. Us keeps our own selves down” (p. 39).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Hicks and Coker are having a conversation about how there is no one to blame for not succeeding in life. You can only blame other people for so long until you realize the finger should be pointed at yourself.

Write an argumentative paragraph in favor or against the claim “Us keeps our own selves down.” Do you believe that one is solely responsible for personal success? Or are outside factors to blame?

11. Close Close by extending today’s lesson to life and the world.

Community Connection

Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Day 7



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is Sears, Roebuck and Company?

Sears, Roebuck and Company, known commonly as Sears today, is a United States merchandising company founded in 1893 by Richard W. Sears and Alvah C. Roebuck. The company's original audience was rural dwellers who lacked access to retail outlets. It was cheaper to purchase an item at wholesale than retail. Sears, Roebuck and Company offered an alternative to the high price of retail stores. The company's motto was "Shop at Sears and Save". Farmers and others did just that: save money by shopping at Sears.

<http://www.searsarchives.com/history/history1887.htm>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

vain (44)	hospitality (44)	wick (46)	gloat (47)	dilemma (54)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 44 – 54

Setting	Characters	Pages
Town of Eatonville	Towns people, Joe	44-46
Bedroom of Janie and Joe	Joe and Janie	46
Town of Eatonville	Town people talking	47
In front of store in Eatonville	Towns people, Joe, Sim Jones, Oscar Scott, Sam Watson,	48-50
In front of store in Eatonville	Sam, Lige, Walter, Matt	51-53

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Joe wants Janie to look after the store while he is out looking for business.
- On the way home from the store opening, Joe realizes that it is too dark and they need a street lamp light.
- Joe buys a street lamp from Sears, Roebuck and Company.
- Joe tells everyone in town about the street lamp and plans on holding a lighting ceremony.
- As a part of planning the ceremony, Joe orders the women to cook the desserts and the men to look after the meats.
- Joe gives a speech before lighting the lamp.
- Janie is struggling with all that has happened so far and cannot wait for it to be over.
- Janie finds it difficult to relate and talk with the other women in Eatonville.
- The men of town start questioning Joe and his authoritative mannerism.
- Joe builds a two-story house and paints it white.
- Some people in town find it difficult to trust or talk to Joe. Some townspeople find him bossy.
- Some people think Joe is reaping the benefit of the townspeople's labor.
- Some people have seen Joe treat Janie impolitely.
- Janie keeps her hair up and in a rag.
- The town has mixed feelings about Joe's position and possessions.
- Matt Bonner has a skinny mule that is the focus of conversations around town.
- Joe doesn't want Janie to participate in the conversations with the townspeople.
- Janie hates working in the store and the post office.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Open Mind Portrait

Add to your OMP of Janie.

Word Bank

Add to vocabulary word bank. Identify 5 words that have a different dialect spelling than what we use in today's English language. For example: "Ah" is "I", "lawd" is "lord" and "tuh" is to.

Town Depiction

Add to the picture or clay model of the town you created yesterday.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Character Interaction Chart

Create an interaction chart with Janie in the middle and Joe and Logan on each side. In which ways did these characters interact with one-another during today's reading?

Bloom Ball— Side 2

Choose one of the vocabulary words below. Copy the sentence from the book where the word appears. Highlight, bold, or underline the word in the sentence. Sketch a graphic that explain how the word relates to the story.

horizon (1)	resignation (1)	unraveling (2)	pugnacious (6)	dilated (7)
aggravating (8)	conscious (10)	commenced (10)	inaudible (11)	impatience (11)
plantation (16)	gallop (16)	pacifying (17)	overseer (18)	whipped (19)
abundance (21)	lonesome (22)	malice (22)	dwindled (24)	infinity (24)
thermometer (27)	reaping (29)	debating (30)	bellowed (7)	bouquet (32)
vain (44)	hospitality (44)	wick (46)	gloat (47)	dilemma (54)

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Did the town of Eatonville need a lamp?
2. Does Joe need a town meeting for every decision he makes regarding the town?
3. Why does he use his own money to purchase the lamp?
4. Joe decides to have a lighting ceremony, inviting people from the town and other sister towns. What is the author trying to tell us about Joe Starks?
5. What kind of person is Joe becoming? Do you think he is a controlling person? Explain your answer.
6. What reason did Joe give for explaining why lamps were made?
7. What was special about the lamp in Eatonville?

8. Is Janie adapting well to the new town and being the wife of a mayor?
9. Why is Janie feeling lonely? She doesn't have to work on a farm and plow a field. Is this what she wanted? Is Janie's marriage to Joe successful?
10. How do the people in town treat Janie?
11. What are some personality traits or characteristics of Joe Starks?
12. The author makes a point of telling us that the house Joe built is "sparkly white." What is the house symbolizing in your opinion?
13. What is Joe doing that makes the townspeople distrustful of him and his possessions? Why do the townspeople feel they cannot talk to him?
14. What does the quote "*But any man who walks in the way of power and property is bound to meet hate*" mean?
15. Explain the last paragraph on page 50:
"The town had a basketful of feelings good and bad about Joe's positions and possessions, but none had the temerity to challenge him. They bowed down to him rather, because he was all of these things, and then again he was all of these things because the town bowed down"
16. Why are the men teasing Matt Bonner about his mule? What's wrong with the mule?
17. Why do you think the mule is such a hot topic of conversation? Is there nothing else to talk about?
18. Why do you think Joe forbids Janie to participate in the conversations regarding the mule?
19. The author makes a point in writing "Joe had forbidden her to indulge". What is she hinting about regarding Janie and Joe's relationship? Is it the pear tree marriage she dreamed it would be?
20. What are three of Joe's rules for Janie?
21. Janie hates working in the store and the post office. Why?
22. What is the rock that the author speaks about that Janie is battered against?

9. Analyze Analyze the key paragraph.

Key Passage, p. 49

"Ah often wonder how dat lil wife uh his makes out wid him, 'cause he's uh mad dat changes everything, but nothing done change him'" (p. 49).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

During these last two days, you have read how Joe has become Mayor and built a two-story house. Joe has become financially wealthy and politically active. The town that once had scanty houses has grown. The town is now a TOWN with people, stores, roads, streetlights, and a post office. It appears that Joe has done everything he set out to do; however, do these changes impact the townspeople in a positive or negative way?

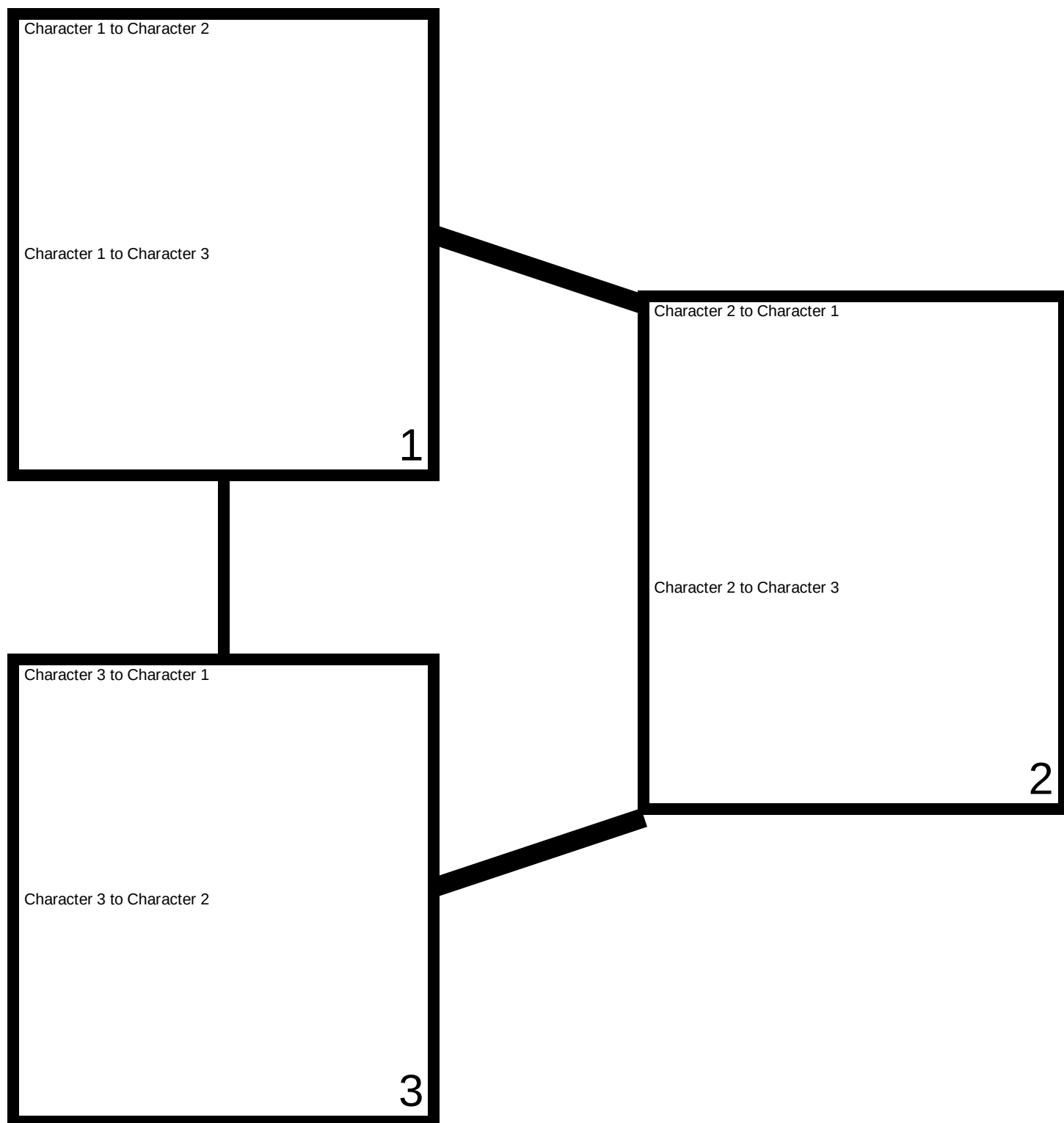
Imagine you are a resident of the town. Write an argumentative paragraph in which you claim that the changes Joe has implemented in the town are either

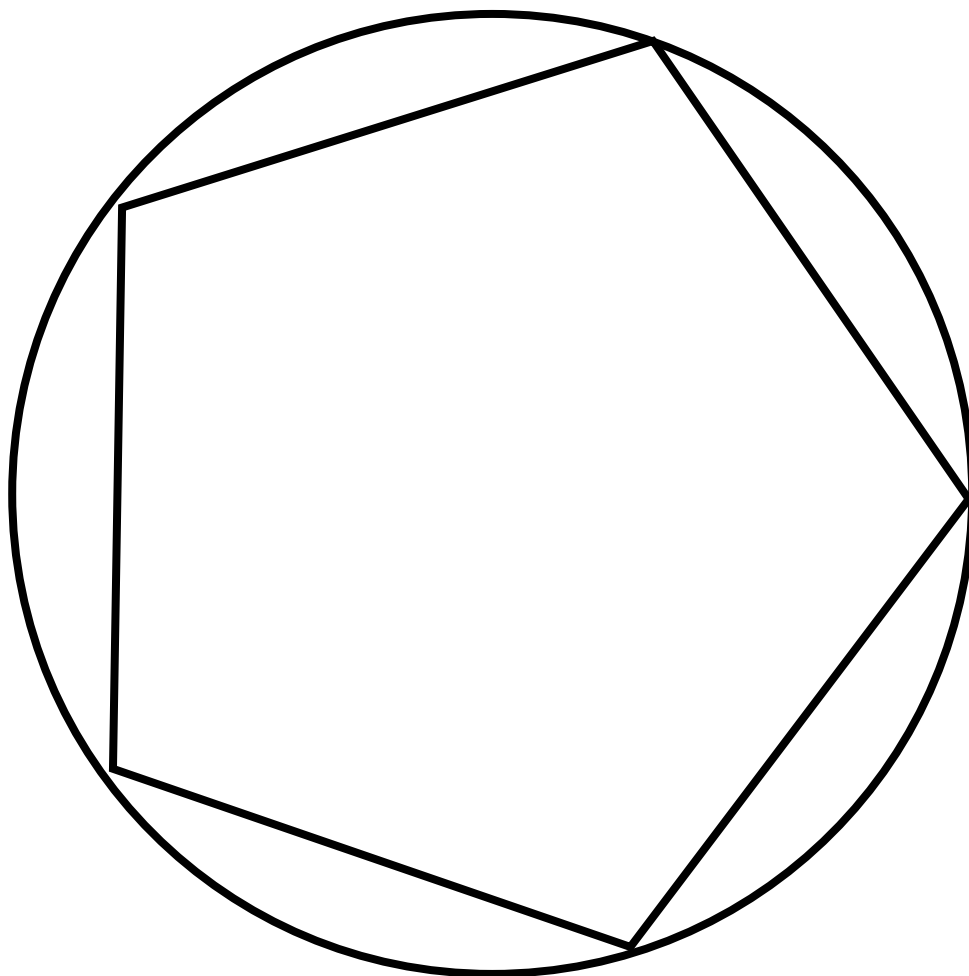
positive or negative developments in your life. How do you feel about the changes being made? If you were in power, would you have done things differently?

11. Close Close by extending today's lesson to life and the world.

Community Connection

5g6 Character Interaction Chart





Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Day 8



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What does it mean to be noble?

If you were to look in a dictionary and find the word noble, you would see the words admirable, highborn, aristocratic, honorable, grand, and high-minded among its definition.

Martin Luther King Jr., Mother Teresa, Princess Diana, and Gandhi have been considered people of nobility. They possessed admirable characters and have been acknowledged for their greatness

In this reading, Joe is called noble because he saves a mule from hard labor. He buys the mule, allowing it to live the rest of its days resting and waiting for death.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

irked (55)	wallowing (55)	deliberately (58)	hoisted (60)	resented (62)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 55-65

Setting	Characters	Pages
Store front	Town people including Matt Bonner, Lige Moss, Lum, Janie, Joe, Sam	55-60
Swamp in Eatonville	Town people including Joe	60-61
Store front	Town people including Joe, Janie, Walter Thomas, Sam Watson	62-65

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Janie is not allowed to show her hair because Joe saw Walter touching it one day, without Janie knowing.
- Matt Bonner comes looking for his mule
- The mule walks to the front of the store and others try to catch it in order to have some fun with Matt.
- Joe overhears Janie complaining about leaving the mule alone and decides to buy it.
- Joe buys the mule for \$5.00
- Joe tells Matt that he doesn't want to work the mule, just let him be free.
- Joe is seen and admired by the people in front of the store for his noble act.
- The mule dies.
- They have a funeral for the mule but Janie is not allowed to go.
- Joe returns from the funeral to find a sullen Janie, which makes him resentful.
- Sam and Lum have a conversation about nature vs caution.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Open Mind Portrait

Add to your OMP of Janie. Then, create an OMP of Joe Starks.

Word Bank

Add five new words to the dialect vocabulary word bank.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Advertisement Poster

Now the town is up-and-running with a store, post office, Mayor, governor, school, and streetlights. Create a poster advertising the town of Eatonville. Imagine that this advertisement will be sent out across the country in the hopes of getting more people to become interested in Eatonville and eventually move there. What aspects of the town are the most attractive? Which details will you leave out?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why doesn't Joe want Janie to wear her hair down at the store? Do you believe that this behavior is controlling?
2. Do you think Janie is a "trophy wife" for Joe? Explain your answer with reasoning and evidence from the book.
3. How does Joe appear to deal with problems that come up around the house, town, and the store?
4. Joe overhears Janie muttering to herself "*They oughta be shamed uh theyselves! Teasin' dat poor brute beast lak they is!*" and decides to purchase the mule, but only after sending Janie away to bring him his other shoes. Do you think he would have purchased the mule if he didn't overhear Janie muttering?
5. What was the author telling us about Joe when she writes, "*Mayor Starks deliberately changed his shoes before he reached into his pocket for the money*"?
6. Would you have compared Joe to Abraham Lincoln like Janie did after he freed the mule? Who would you have compared him to?
7. Joe doesn't seem to express his feelings or his thoughts with Janie. Why do you think that is? Do you think that Joe views her as inferior?
8. What is 'draggin-out'? Why can't Janie go?
9. Why was the mule's death treated like a human funeral?
10. What is the significance of the buzzard's ritual before eating the mule?
11. Why is Joe resentful of Janie when he returns from the draggin-out?
12. Is Joe a happy person? Explain your answer.

9. Analyze Analyze the key paragraph.

Key Passage, p. 58

"Abraham Lincoln, he had de whole United States tuh rule so he freed de Negroes. You got uh town and so you freed uh mule. You have tuh have power tu free things and dat makes you lak uh king uh something" (p. 58).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Joe is compared to Abraham Lincoln because he bought a mule and let him live the rest of his days in peace. Even though the mule is a lowly beast of burden, after the mule dies, it is given an almost human-like funeral.

Pretend you are Joe. Write an argumentative paragraph to the townspeople describing why you decided to purchase the mule and treat it with respect after it died. Defend your decisions. What does the mule represent to you? What motivated your choices? What is the impact of your decisions?

11. Close Close by extending today's lesson to life and the world.

Community Connection

Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Day 9



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is Imagery?

Imagery is a literary technique that authors use to help form a mental picture in the mind of their readers. An author will often use one of the senses of hearing, touch, smell, taste, and sight to help create that picture.

In today's reading, the author uses a lot of imagery to paint a picture of how life is going for Janie and Joe. For example, examine the sentence "*The porch was boiling now*". The author is painting the picture of a porch of chaos, comparing it to boiling water so that the reader knows the discussion was heated and out of control.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

gallantry (67)	rivalry (68)	steamship (69)	bridled (68)	submission (71)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 66-75

Setting	Characters	Pages
In front of the store	Towns people, including Janie, Joe, Sam, Hezekiah Potts, Lum, Bootsie, Teadie, Big'oman, Charlie Jones, Daisy Blunt	66-69
Inside the store	Mrs. Bogle, Janie, Joe, Lum	69-71
Kitchen of Joe and Janie	Joe and Janie	72
In front of the store	Towns people, Joe and Mrs. Robbins	72-73
Inside the store	Mrs. Robbins, Joe,	73-74
In front of the store	Towns people, Joe, Jim and Janie	74-75

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The townspeople are still discussing the issue of nature vs caution in front of the store.
- Three girls walk towards the men.
- The men begin to put on a show of courtship to the three girls.
- Daisy Blunt walks up with her nice clothes, so the men ignore the three girls and make her the center of attention.
- The men put on another show of courtship to Daisy, but this time some of it is real and some is not.
- Janie enjoys the show, but has to go inside the store to tend to Mrs. Bogle.
- Janie and Joe get into an argument in the store because Joe can't find the receipt for the pig feet he got delivered. Janie said she left it on the nail.
- Joe feels that it is ok to boss women around because that is his job.
- Janie tries to speak up for herself, but gives up in the end.
- Janie begins to rethink her marriage to Joe.
- Joe hits Janie one evening because dinner wasn't cooked well.
- Janie gets dressed after Joe hits her and goes to the store to work.
- Mrs. Robbins says that she and her kids are hungry because her husband doesn't feed them.
- Joe gives them a small portion of salt pork but charges it to their account.
- The men begin to talk about Mrs. Robbins and her husband.

- Janie tells the men that they don't know anything about women.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Create another OMP of Janie

In this Open Mind Portrait, create bubbles stemming out from the theme of marriage (more specifically, her marriage to Joe).

Change Requires Effort Sign (class or individual)

Create a sign, and leave blank space underneath the heading. Throughout the reading, you will be asked to add the changes that happen to Janie throughout the story. What is the impact of these changes?

Word Bank

Continue with the dialect vocabulary word bank. Identify 5 words that have a different dialect spelling than what we use in today's English language. For example: "Ah" is "I", "lawd" is "lord" and "tuh" is to.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Bloom Ball: Side 3

Acrostic Poem: Use the name **Janie** or **Change** as your subject word to create an acrostic poem in which each line begins with a letter of this word. Use a dictionary or thesaurus to help you find words that go with your theme.

Create an Imagery Chart

Using the 5 senses (sight, hearing, touch, smell, and taste) create an imagery chart. Find an example of each in the book and place it under each of the five senses.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Who wins the argument regarding nature vs caution? How do you know?
2. Why do the men make a spectacle out of courting Bootsie, Tedi, and Big'oman as they walk up the street? What is the author telling us about the men of Eatonville? Is this the first time the men have behaved like this?
3. How would you describe Daisy Blunt?
4. Why does the author make a point to write "*She is black and she knows that white clothes look good on her, so she wears them for dress up*" to describe Daisy Blunt?
5. Why did the men ignore Bootsie, Tedi, and Big'oman and only pay attention to Daisy?
6. Every time there is humor outside the store or a good conversation, Joe sends Janie inside. Why do you think that is? In your opinion, is this treatment fair?

7. Why is Joe so upset that he can't find the receipt for the pig feet? Why does he blame Janie?
8. Do you find it strange that Joe compares women to children and animals? Is this Joe's true personality?
9. How does Joe see Janie's role in their relationship?
10. Why does Janie finally stop sticking up for herself?
11. What does the author mean when she writes, "*The bed was no longer a daisy field for her and Joe to play in. It was a place where she went and laid down when she was sleepy and tired*"?
12. Did you see Joe's physical violence towards Janie coming? If yes, what evidence do you have?
13. Why did Joe assault Janie? What was Janie's reaction?
14. What is Janie starting to realize about her marriage to Joe?
15. Do you think she should have stayed with Logan? Why or why not?
16. At the end of today's reading, Janie speaks up for Mrs. Robbins. She knows her place is to stay quiet, but she speaks up anyway. Is this a sign that Janie is going to cause a fight with Joe so she can leave him?
17. Do you think Janie will stay with Joe or leave him?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 72

"Janie stood where he left her for unmeasured time and thought. She stood there until something fell off the shelf inside her. Then she went inside there to see what it was. In was her image of Jody tumbled down and shattered" (p. 72).

EXTEND

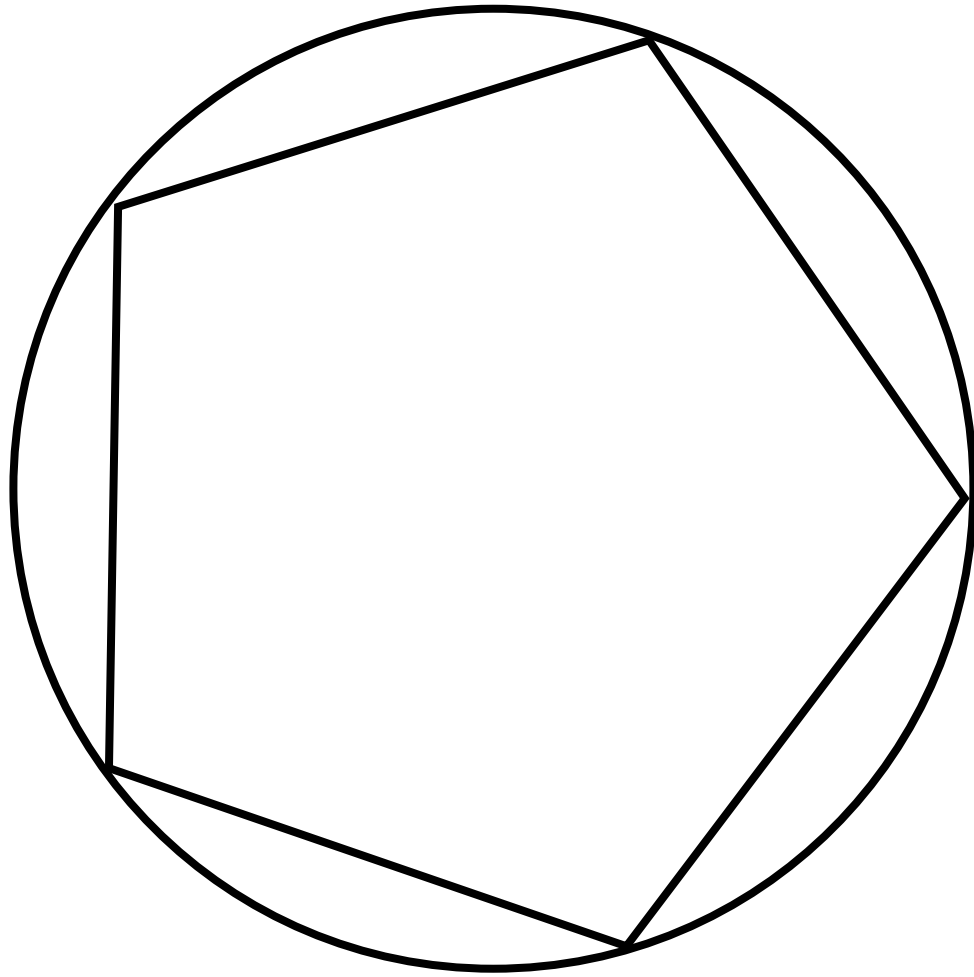
10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Janie thought Joe was going to be the man of her dreams; however, Janie finds out that marriage with Joe is a lot different than she imagined. Her image of him is forever shattered in her heart and her head.

Pretend you are Janie. Write an argumentative letter to Joe in which you claim that he has not treated you fairly in your marriage. What was your vision or dream for the marriage when it began? How have things changed throughout the years? What does Joe need to do in order to change and fix the relationship?

11. Close Close by extending today's lesson to life and the world.

Community Connection



Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Day 10



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is Death?

Death is the ending of a life for a living organism.

In today's reading, you will learn that Joe is dying and eventually dies at the end of the chapter. Throughout the book, you have read that Janie's soul has already died; however, her death is different than Joe's. At the end of today's reading, one person dies and another person is reborn.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

intimidate (77)	humble (80)	alliance (81)	scoundrel (82)	agonizing (87)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 76- 87

Setting	Characters	Pages
Home of Joe and Janie	Janie and Joe	76-77
	Jane, Joe and town people	78-80
Home of Joe and Janie	Janie and Joe	81-82
Phoeby Watsons home	Janie and Phoeby	82-83
Store	Janie and Sam	83
Home of Joe and Janie	Janie and Joe	84-87

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Years have passed and Janie has learned not to speak about her thoughts or feelings.
- Janie is now 35 years old.
- Janie and Joe are both feeling old.
- Joe makes comments about Janie being old in public and in private.
- Janie believes that something inside of Joe has died.
- Working in the store is not going well for Janie.
- Janie cut some tobacco for a customer incorrectly and Joe yelled at her in front of everyone in the store. He made comments about her looks and her age.
- Janie yelled back at Joe, insulting him about his looks and age, in front of everyone in the store.
- Joe feels embarrassed by Janie's outburst in front of everyone.
- Joe slaps her because he doesn't know what else to say about her insults.
- Joe moves his things and sleeps downstairs.
- Joe refuses to eat the food prepared by Janie.
- Janie is upset that she and Joe are not talking, so she goes to get advice from her friend Pheoby.
- Pheoby tells Janie there is a rumor that Janie is trying to poison him.
- Joe is sick and no longer able to walk.
- Joe refuses to admit Janie to his sick room.
- Janie decides she needs to talk to Joe before he dies.
- While Janie is talking to Joe, he dies.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Open Mind Portrait

Add to the OMP of Janie.

Word Bank

Continue with the dialect vocabulary word bank. Identify 5 words that have a different dialect spelling than what we use in today's English language. For example: "Ah" is "I", "lawd" is "lord" and "tuh" is to.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Plot Profile Chart

Pick 3 events that you think have been significant in the story so far. Using a scale of 1 (low) to 10 (high), decide how significant you would rate this event, and mark your score in the appropriate box.

Bloom Ball

Side 4: Joe character traits. Draw what Joe looks like. Under his picture, list all of his accomplishments. Also, write down 4 of his character traits and give an example of each.

8. Discussion

Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What does the author mean when she writes, "The years took all the fight out of Janie's face"?
2. Why does Janie feel like a "*rut in the road*"?
3. Janie got nothing from Joe except what money could buy. What is it that Janie wants from Joe? Is Joe capable of giving her what she wants?
4. How old is Janie? Joe? How long has she been married to Joe?
5. What is Janie's impression of Joe?
6. Why do you think Joe talks about Janie's age so much?
7. What methods does Joe use to hint that Janie is getting old?
8. What prompts Joe to yell at Janie in the store? How does Janie respond?
9. Why do you think Janie chose this particular time to yell back at Joe and stick up for herself? Why do you think she didn't wait and do it in private?
10. Did Janie have a right to yell back at Joe the way she did?
11. Which hurt Joe more: the embarrassment of being yelled at by his wife in public, or that she has belittled him to the common folk Lum and Sam?
12. What happened to the relationship between Joe and Janie after the outburst at the store?
13. What is happening to Joe's health? What's wrong with him?
14. Why does Joe refuse to see a doctor and instead sees a "healing" doctor?
15. Why is Joe not eating Janie's cooking? Whose food is he eating?
16. How long has Janie been married to Joe?
17. Joe is dying. How does the author explain and describe death?

18. When Joe gets sick, he is confined to the bedroom. Why does he not allow Janie to see him, while he does allow people from town to visit him? Explain your answer
19. Janie is determined to talk with Joe before he dies. Why?
20. Joe looks at Janie with a “ferocious” look. Do you think Joe hates Janie? What do you think is the reason behind Joe treating Janie so bad, even when he is on his deathbed?
21. What is significant about how Joe dies?
22. Why do you think she never left Joe, even though she didn’t love him and she was very unhappy?
23. At the end of the chapter, the author writes, “*She tore off the kerchief from her head and let down her plentiful hair. The weight, the length, the glory was there...*” What is the symbolism behind this statement?

9. Analyze Analyze the key paragraph.

Key Passage, p. 86

“Tain’t dat, Jody. Ah ain’t here tuh blame nobody. Ah’m just tryin’ tuh make you know what kinda person Ah is befo’ it’s too late.”

‘Too late?’ he whispered

His eyes buckled in a vacant-mouthed terror and she saw the awful surprise in his face and answered it.

A deep sob came out of Jody’s weak frame. It was like beating a bass drum in a hen-house” (p. 86).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Joe believes he can escape death by not dealing with it. Joe was sick with kidney failure and there was nothing anyone could do about it. He could wish it away, but it was too late for him.

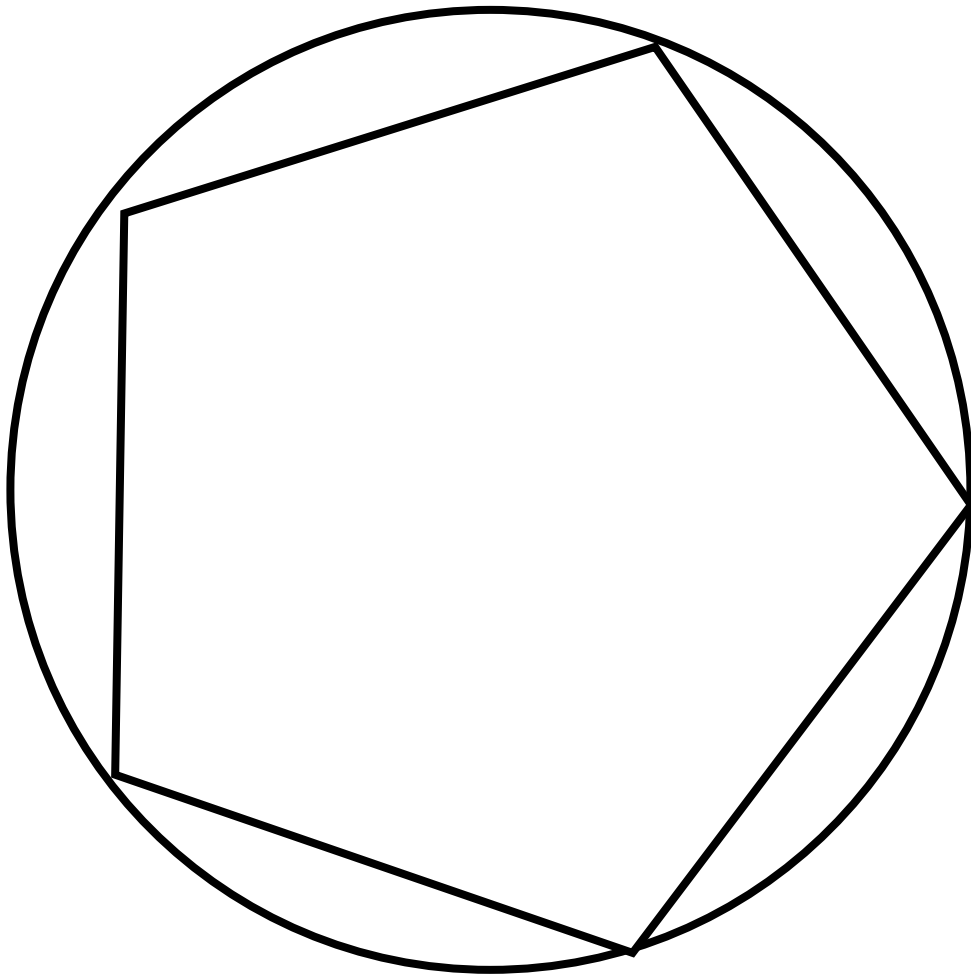
What kind of person do you believe Joe to be? In an argumentative paragraph, make a claim concerning Joe’s character. Is he 100 percent bad? How could he have handled things differently? What changes could he have made to this life that would have produced better results? Support your own opinions with evidence from the text to further your argument.

11. Close Close by extending today’s lesson to life and the world.

Community Connection

3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity	Description									
	Event	1	2	3	4	5	6	7	8	9



Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Day 11



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What does it mean to mourn?

Mourning is the grief and sadness one feels when someone has died. Most people wear black clothing to show that they are in mourning. In sports, you often have athletes wear an armband to symbolize the mourning period.

In today's reading, Janie is in morning after the death of her husband Joe. Janie is mourning the color of black on the outside, but feeling the color of white on the inside. Janie will mourn for six months.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

hearse (88)	wailing (88)	advisor (90)	undertaker (93)	stealthily (97)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 88-99

Setting	Characters	Pages
A funeral procession	Janie and townspeople	88-90
At the store	Janie, Ike Green, Hezekiah	91-92
Around town in Eatonville	Janie and Pheoby	93
At the store	Janie, Tea Cake, Hezekiah	94-99

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Everyone attends Joe's funeral.
- Janie appears upset by the death of her husband on the outside, but is having a resurrection of life on the inside.
- After the funeral, Janie burns every head rag she owns and wears her hair in a long braid.
- Janie keeps the store and works in it.
- Janie struggles with what to do next and considers looking for her mom or visiting her grandmother's grave.
- Although Joe has only been dead for a month, Janie is being courted by the men from town and surrounding areas.
- Janie is lonely, but welcoming her new freedom.
- After six months, Janie has no suitor to marry, but is happy, apart from working in the store.
- Janie has a helper named Hezekiah work in the store.
- Janie tells Pheoby that she is happy with her new independence.
- Hezekiah leaves early from work to go see a ball game.
- A stranger shows up, buys cigarettes, and offers to show Janie how to play checkers.
- This stranger flirts overtly with Janie.
- The man's name is Vergible Woods, or "Tea Cake", and Janie responds to his flirtation.
- Janie goes home thinking about Tea Cake and how comfortable she felt with him.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Locate and label Orange County, Orlando on the map of Florida.

Open Mind Portrait

Add to your OMP of Janie.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Eulogy

Have the students write a eulogy for Joe. Have them include what he has done for the people of Eatonville. Also include all the goals he has accomplished and his relationship with his wife. What Joe Starks a good man and husband?

Bloom Ball—Side 5

Setting/Geography of Eatonville, Florida. In writing, describe Eatonville. What does it look like? What is the weather like? Draw a small map of Florida and label Eatonville.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Describe the funeral procession for Joe.
2. Even after the author tells us that Joe has died, she still describes him as the “Little Emperor”. Why do you think that is?
3. The author has written twice now that Janie has “starched and ironed her face.” What is the meaning of this quote?
4. How does Janie feel about the death of her husband?
5. What are the feelings that Janie is struggling with?
6. Why did Janie burn every head rag she owned?
7. Why does Janie hate Nanny?
8. How do the men in town treat her as soon as the funeral is over?
9. Why do you think Janie still works in the store, even though she says she hates it?
10. Does Janie have any friends among the people in town?
11. Do you agree with the statement that mourning should last as long as grief and nothing more?
12. Who is the man that comes into the store on the day of the ball game? Why does he look familiar? Do you think Janie knows him?
13. Do you think Tea Cake finds Janie on purpose, or by chance?
14. What are Tea Cake’s motives? Do you think he is out for her money like the other men, or do you think he actually likes her?

9. Analyze Analyze the key paragraph.

Key Passage, p. 90

“‘Uh woman by herself is uh pitiful think,’ she was told over and again. ‘Dey needs aid and assistance. God never meant em tuh try tuh stand by theirselves. You

ain't been used tuh knockin' round and doin' fuh yo'self, Mis' Starks. You been well taken keer of, you needs auh man'" (p. 90).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

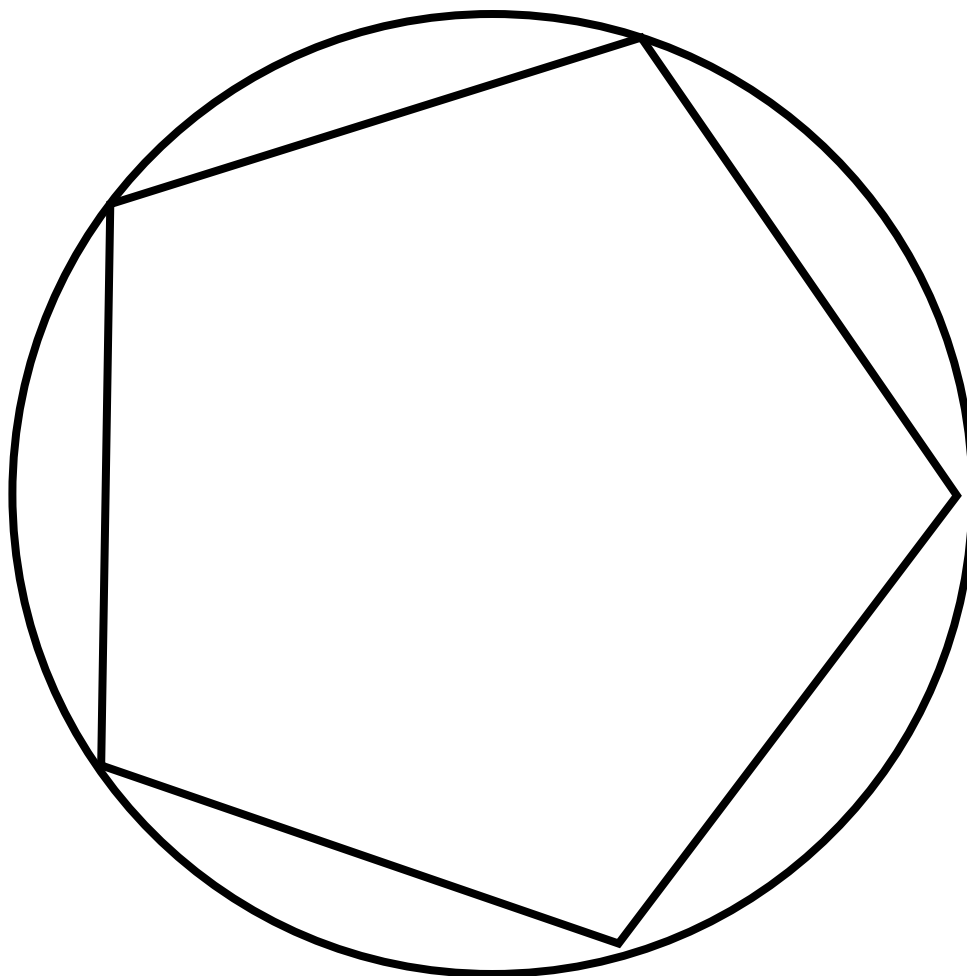
The people in town believe that Janie needs a man to take care of her. Looking back at the history of women in the United States during slavery, the Civil Rights movement, and present day, do you think much has changed for women?

Write an argumentative paragraph claiming whether or not you believe there have been changes in women's role in society since the slavery era.

In second argumentative paragraph, write whether or not you believe that there needs to be more change in the role of women. Why do you believe this? Use evidence from the book as well as personal experience and/or outside research to support your claims.

11. Close Close by extending today's lesson to life and the world.

Community Connection



Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Day 12



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What does it mean to *court* a woman?

Historically, "courting" meant for a man to go to a woman's home and ask for the daughter's hand in marriage. The man would bring gifts of money, jewelry, animals, etc. to the family to show that he can provide for the woman.

In the 20th century, there was a shift from courting to dating. This happened because upper class women wanted the ability to go out with men and not have their reputation or their image damaged. Dating also gave them the freedom to go out and be away from the eyes of their parents.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

beaming (101)	futility (105)	restrained (101)	smuggle (102)	console (106)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 100-109

Setting	Characters	Pages
At the store	Janie and Tea Cake	99-103
Janie's home	Janie and Tea Cake	104-106
At the store	Janie	106
Janie's home	Janie and Tea Cake	106-109

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Janie wants to ask Hezekiah about Tea Cake, but doesn't.
- Tea Cake doesn't come back to the store for a week.
- Janie attempts to be rude to him, but ends up smiling instead.
- Tea Cake stays the rest of the day and plays checkers with Janie in front of the townspeople.
- Tea Cake walks Janie home and they spend the rest of the evening eating pound cake and sipping lemonade.
- Hezekiah tells Janie that Tea Cake is no good and beneath her.
- Janie ignores Hezekiah's comments and continues to see Tea Cake at night.
- Tea Cake is full of compliments for Janie and Janie begins to feel like she is being played for a fool. She thinks Tea Cake has another girl on the side.
- Janie can't stop thinking about Tea Cake when she is not with him
- Janie and Tea Cake sleep together.
- Tea Cake disappears for a short time, but reappears with a battered car and invites Janie to go to the town picnic.
- Janie is hesitant about it at first, but agrees to go.
- Janie and Tea Cake tell each other that they want to be with each other.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Locate and label Lake Sabelia on the map of Florida.

Open Mind Portrait

Add to OMP of Janie. Create an OMP of Tea Cake.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Bloom Ball—Side 6

Summarize a scene that represents one of the themes of *Change* in the novel.

Rewrite a Portion of the Novel

Have students retell the story of Tea Cake impressing Janie in their own words. Have them use some of the facts from the story. Make sure they use appropriate language. Have them share their retelling of the story with a partner. Then, as a class, discuss the difference of how people courted then and now. What is different and what is still the same?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What impression do the people of town have regarding Tea Cake?
2. In your opinion, do you think Hezekiah is jealous of Tea Cake?
3. What is your impression of Tea Cake? Explain.
4. How is Tea Cake able to impress Janie?
5. Tea Cake has come into Janie's life, courting her with kind words and gestures, just like Joe Starks did. What is the author telling you about Janie and how she deals with men who give her compliments?
6. Is Janie being naïve about Tea Cake?
7. Does Janie really like Tea Cake? Is this love or infatuation?
8. Do you think it is strange that a man 12 years younger than her is courting her?
9. Why doesn't Tea Cake court someone his own age?
10. Do you think Janie is too old for Tea Cake? Why or why not?
11. What is Tea Cake doing to show Janie that he wants to be with her?
12. Do you think Tea Cake is the pear tree that Janie dreams off?
13. Why do you think Tea Cake wants to make their relationship public?

9. Analyze Analyze the key paragraph.

Key Passage, p. 102-103

"No'm. And nobody wouldn't marry Tea Cake tuh starve tuh death lessen it's somebody jes lak him—ain't used to nothin'. 'Course he always keep hisself in changin' clothes. Dat long-legged Tea Cake ain't got doodly squat. He ain't got not business makin' hissef familiar wid nobody lak you. Ah said Ah wuz goin' to tell yuh so yuh could know'" (p. 102-103).

EXTEND

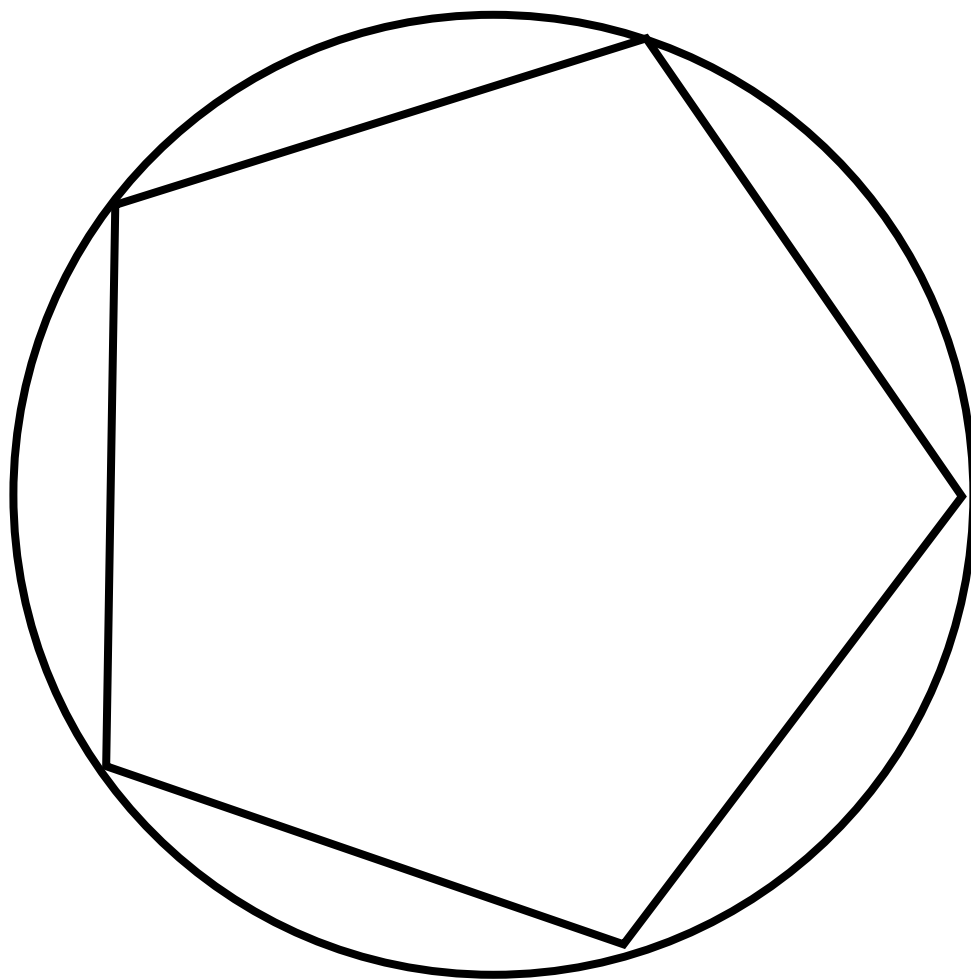
10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In the above passage, Hezekiah warns Janie that Tea Cake is poor and not a good man for her. He and others in town believe that Tea Cake is around just to get Janie's money and nothing more. Janie seems not to mind that Tea Cake has no money and deeply enjoys his company.

Pretend you are Janie. Write an argumentative letter to Hezekiah explaining that Tea Cake is a good person. Be sure to support the fact that you believe that Tea Cake is worthy of your love, time and affection by using evidence from the text as well as personal opinion and insight.

11. Close Close by extending today's lesson to life and the world.

Community Connection



Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Day 13



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a stereotype?

A stereotype is a generalization used to describe a single individual or group of people. A good example of stereotyping is when people say that women are not as strong as men or women are not as smart as men. This type of stereotyping is called gender stereotyping.

2. Word Wall

malice (111)	broached (113)	endurable(113)	proposition (114)	languished (114)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 110-115

Setting	Characters	Pages
All over town	Tea Cake and Janie	110
Pheoby and Sam Watson home	Pheoby and Sam	110-112
Janie's home	Janie and Pheoby	112-115

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- After the picnic, everyone in town is talking about Tea Cake and Janie.
- Janie and Tea Cake do a lot of activities together, such as hunting, fishing, and going to the movies.
- Janie wears a lot of blue.
- Sam tells Pheoby that the people in town are talking about her behavior and think Tea Cake is only out for her money.
- The townspeople think Janie is disrespecting her late husband Joe Starks.
- Pheoby agrees to talk to Janie about the possibility that Tea Cake is using her for her money.
- Pheoby talks to Janie and warns her that Tea Cake may be using her.
- Janie tells Pheoby how happy she is for the first time and that she and Tea Cake are going to get married once they sell the store.
- Janie tells Pheoby that one day, when she goes to call on her, she isn't going to be there. She will be gone.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Open Mind Portrait

Add to OMP of Janie.

Word Bank

Add five new words to the dialect vocabulary word bank.

Map

Label and locate Sanford, Florida on your map.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Bloom Ball—Side 7

Write the name of Tea Cake. Under his name, list two positive and two negative characteristic traits. Give an example of each to support your traits.

Venn Diagram

Compare and Contrast how Janie was when she was married to Logan and who she is now, 26 years later. How is she the same and how is she different from that marriage to the present?

8. Discussion

Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why are the townspeople upset about Tea Cake and Janie being in a relationship? Do you think they are jealous and wish they were able to woo Janie like Tea Cake did?
2. How is Janie changing? What do you think is the motivation behind these changes?
3. Describe the relationship between Janie and Tea Cake.
4. Why does Janie wear blue all the time?
5. Why do you think Pheoby tells Sam that Janie is sort-of interested in the undertaker from Sanford?
6. Do you think the changes in Janie have been positive or negative? Explain your answer.
7. Why do you think Janie stops going to church?
8. What happens to Miss Tyler?
9. What happens when Pheoby tells Janie that the townspeople disapprove of her relationship with Tea Cake?
10. Why is Janie selling the store? Do you agree with her reasoning? Would you have sold it?
11. What does the author mean when she writes, "*Dis is uh love game. Ah done lived Grandma's way, now Ah means tuh live mine*"?
12. Do you think Janie is making a mistake marrying Tea Cake?
13. Has Janie found love?

9. Analyze

Analyze the key paragraph.

Key Passage, p. 111,113

"Course she kin do as she please, but dat's uh good chance she got up with Stanford. De Man's wife died and got uh lovely place tuh take her to--already furnished. Better'n her house Joe left her..."

'Still and all Ah ruther be wid Tea Cake.'

'Well, if yo' mind is already made up, 'tain't nothin' nobody kin do. But you'se taking' uh awful chance'" (p. 111,113).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Everyone in town, including her best friend Pheoby, wants Janie to marry someone of high quality, someone who can offer her something besides the love that Janie wants. Janie has found love, but no one is happy but herself. She is taking a chance by being with Tea Cake, but what is life without taking chances?

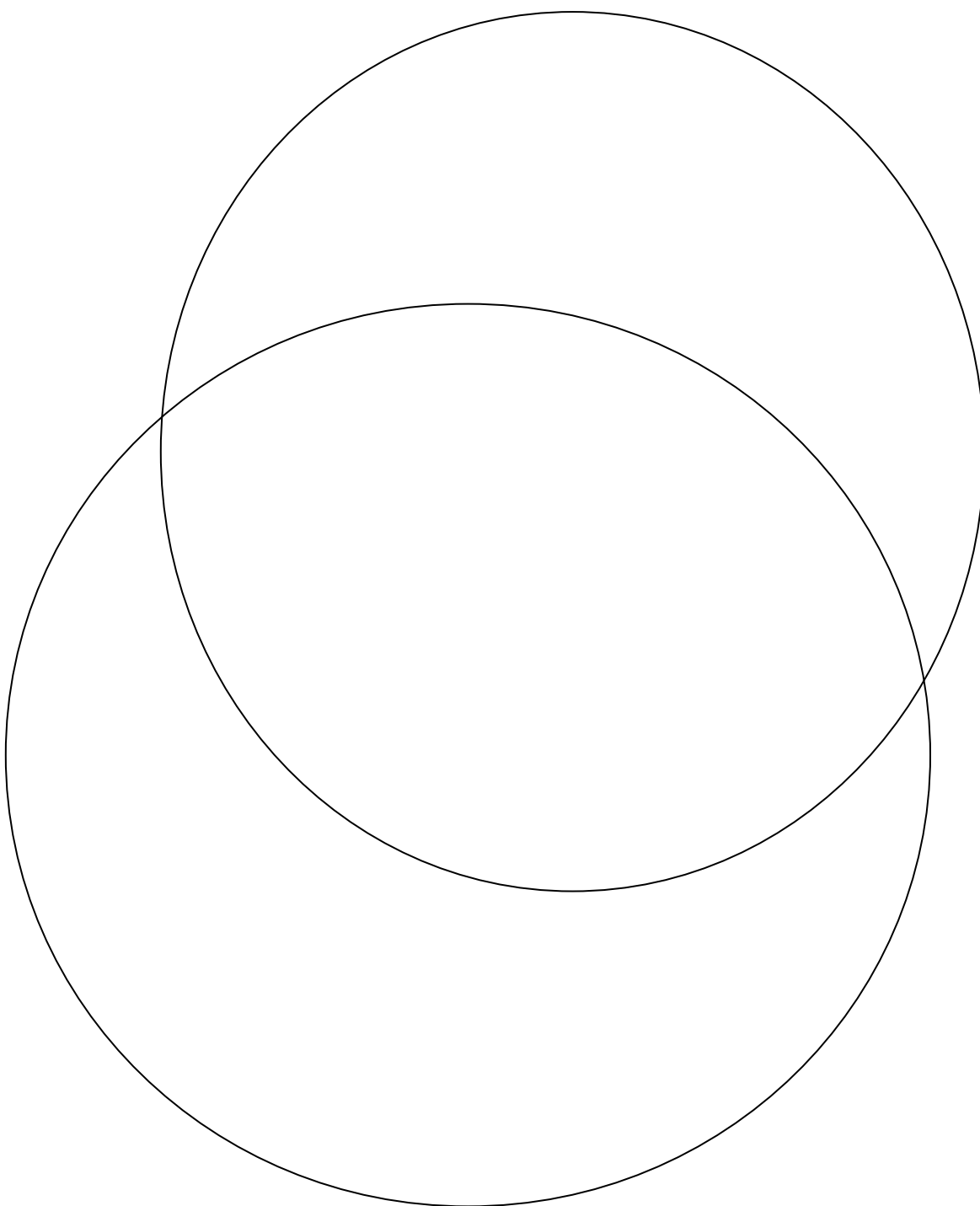
Write an argumentative paragraph from Janie's perspective. Defend your relationship with Tea Cake. Why do you enjoy being around him? What does he offer to the relationship? Does he make you happy?

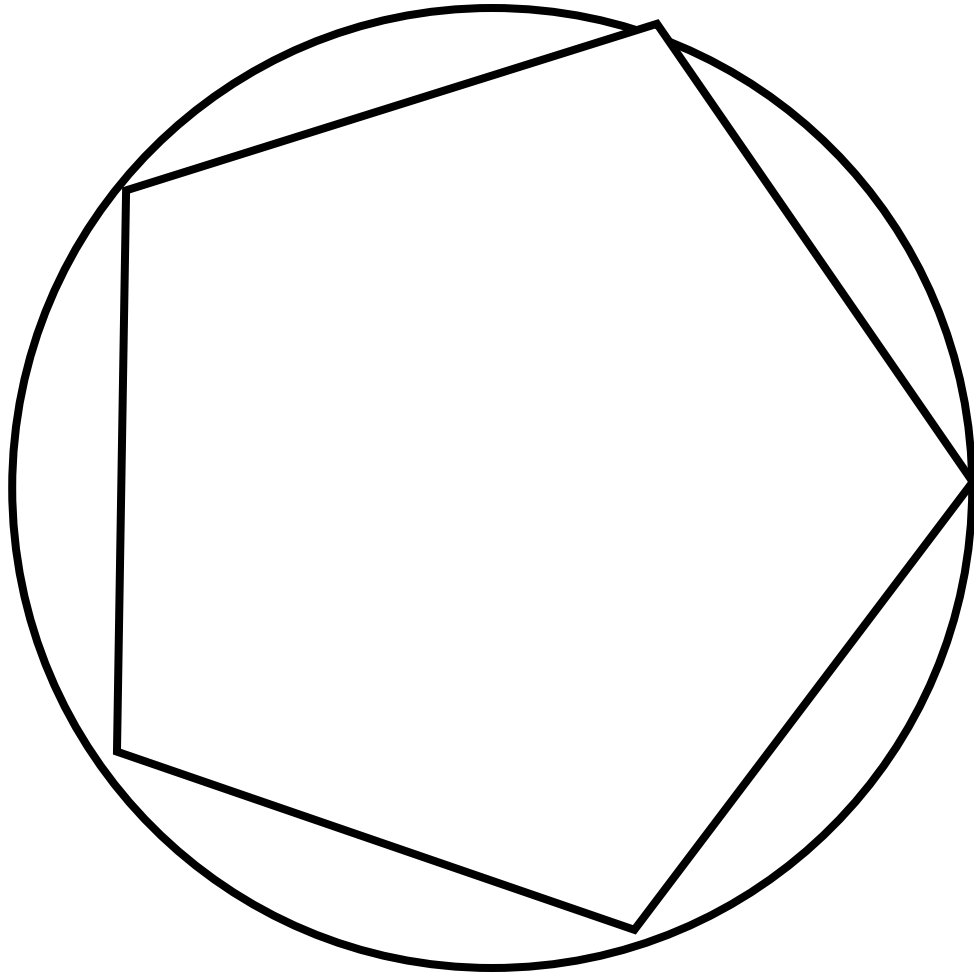
In a second argumentative paragraph, explain whether or not you believe Janie should be with Tea Cake. Defend your position in your own words. Use evidence from the text, and also feel free to draw on personal experience to support your argument.

11. Close Close by extending today's lesson to life and the world.

Community Connection

6g6 Venn Diagram Chart





Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Day 14



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is gambling?

The act of gambling involves placing a wager of money or something valuable on an event without knowing the outcome. The hope is to increase the amount of money or value of the item(s) with which you began. The word "gamble" itself means: take a risk in the hope of a favorable outcome; money that is risked for possible monetary gain; play games for money; a risky act or venture.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

hauling (116)	porter (119)	conductor (119)	shabby (119)	rations (123)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 116-128

Setting	Characters	Pages
Janie's home	Janie	116
Train ride to Jacksonville	Janie	116
Jacksonville	Janie and Tea Cake	116
Rented house in Jacksonville	Janie, Tea Cake, and Miss Samuels	117-128

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Janie gets a letter from Tea Cake that tells her to join him.
- Janie gets on the train to Jacksonville, but not without some people noticing how good she looked when she left.
- Tea Cake meets her at the train station wearing an new blue suit to match Janie's blue dress.
- Tea Cake and Janie stay in a rented room.
- Tea Cake pays for things without using Janie's money.
- Janie keeps \$200 dollars hidden in her undergarments just in case Tea Cake turns out not to be the man he says he is.
- While Tea Cake gets them fish for breakfast, Janie realizes her \$200 is missing.
- Tea Cake is gone all day and night, but finally comes back and tells Janie that he took the money.
- Janie thinks she might turn out like Mrs. Tyler, who had a younger man take off with her money and left her broken.
- Tea Cake tells Janie what he did with the money he took from her.
- Janie is not mad at Tea Cake for taking the money.
- It turns out that Tea Cake spent the money on the people located at the railroad, treating them all to macaroni and chicken, buying them a guitar, etc.
- Tea Cake tells Janie that he is a gambler and when he's gone, he is doing his thing and will keep it from her.
- Janie doesn't mind that he is a gambler as long as they're together and she is included in his life.
- Tea Cake promises to pay Janie back on Saturday when he goes to the railroad yards.
- Tea Cake spends the week practicing his cards and dice game.
- Tea Cake leaves to go to the railroad yards and returns the next day injured.
- Tea Cake gets a razor cut from a guy who lost all his money.
- Tea Cake makes \$322 from the gambling event.

- Tea Cake tells her that he'll pay for everything. If he can't afford it, she can't have it. He doesn't want them to use her money.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Label and locate Jacksonville on the map.

Open Mind Portrait

Add to OMP of Janie and to your OMP of Tea Cake.

Word Bank

Continue with the dialect vocabulary word bank. Identify 5 words that have a different dialect spelling than what we use in today's English language. For example: "Ah" is "I", "lawd" is "lord" and "tuh" is to.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Bloom Ball—Side 8

Write the title of this quarter's CBL theme: **Change Requires Effort**. Give an example of one of the story's characters and how he/she changes for the better/worse in his/her life. Why do you believe that this character changed in this way? What were the factors leading up to and the impact of the change?

Scene Sketch

Sketch the picture of Janie as she arrives in Jacksonville with her blue dress. Use the description on page 116 to help you.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why do you think Tea Cake chose Jacksonville to live?
2. What does the author mean when she writes, "*It was hard to love a woman that always made you feel so wishful*"?
3. Why does Janie bring an extra \$200 and hide it from Tea Cake? Doesn't she trust him?
4. What does Janie think when she wakes up and realizes her \$200 is missing, *not* lost?
5. When you were reading and got to the part that Janie realized her money was gone, did you think Tea Cake took it and was not going to return? Was she going to be another Mrs. Tyler?
6. Was Janie upset when Tea Cake returned and told her that he took the money? Explain your answer
7. Would you have been upset if you woke up and realized your partner took your money?

8. Did you think it was fair for Tea Cake to spend the money that didn't belong to him in order for him to look like someone important?
9. What are we realizing about Tea Cake and money?
10. What did Tea Cake spend the money on?
11. When Tea Cake told Janie the story about the money, why do you think Janie wasn't upset?
12. What is Tea Cake's occupation?
13. How is Tea Cake hoping to get the money back?
14. Were you shocked to find out that Tea Cake was able to get Janie her money back, plus make an extra \$122?
15. Does your image and perspective of Tea Cake change at end of this chapter?
16. Thinking back to the beginning of the book, do you think Tea Cake will die from his injuries?
17. Where does Tea Cake want to take Janie when he is healed from his injuries?
18. What do you think the author is trying to tell us about the meaning of love?

9. Analyze Analyze the key paragraph.

Key Passage, p. 128

“Put dat two hundred back wid de rest, Janie. May dice. Ah no need no assistance tuh help me feed mah woman. From now on, you gointuh eat whutever may money can buy yuh and wear de same? When Ah aint got nothin' you don't git nothin'...”

He drifted off into sleep and Janie looked down on him and felt a self-crushing love. So her soul crawled out form its hiding place” (p. 128).

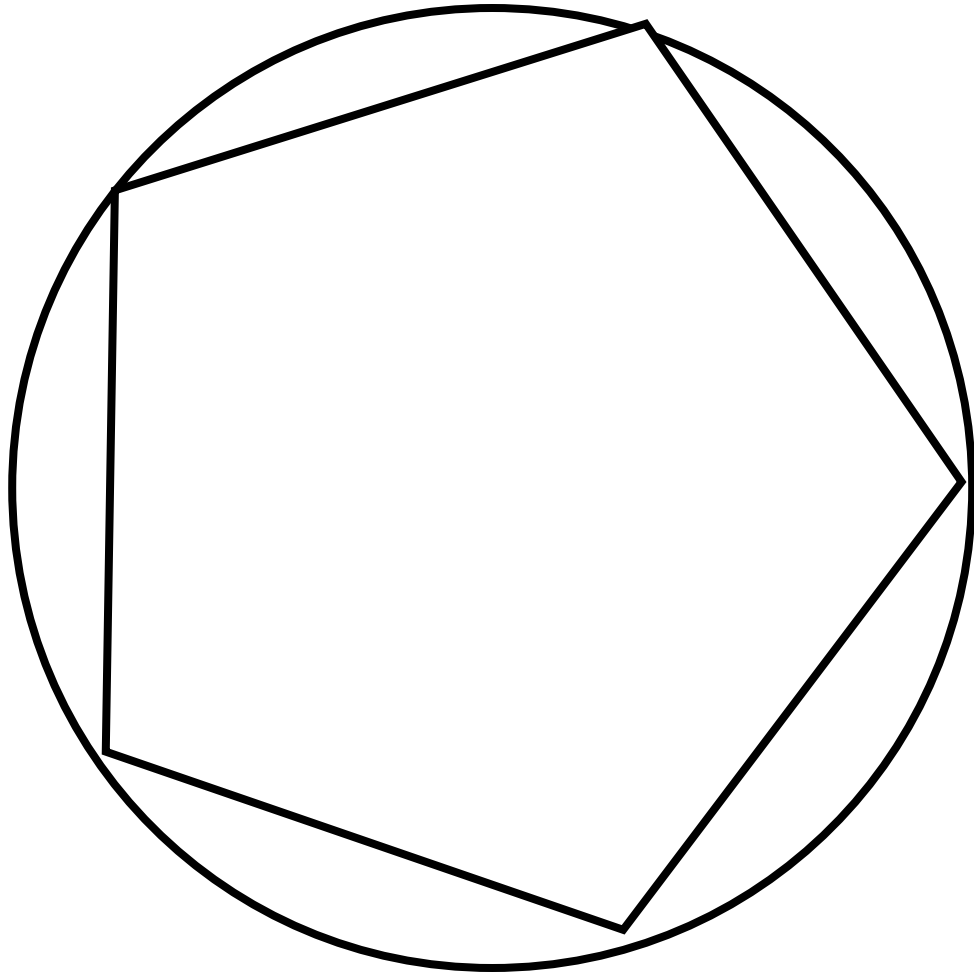
EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Janie is worried that she may have been made a fool when she realizes that Tea Cake took her money; however, he is eventually able to return the money. Tea Cake takes a risk by taking Janie's money and gambling it in the hopes of making more money. However, Janie also takes a risk by opening up her heart and is rewarded with being loved and loving more than she expected.

Do you believe that Tea Cake's behavior is a sign of things to come? Do you think it foreshadows more reckless behavior? Write an argumentative paragraph claiming that Tea Cake is either a trustworthy or untrustworthy character. Use evidence from the text to support your claim. Does he act out of love or concern for Janie? Or are his motives selfish?

11. Close Close by extending today's lesson to life and the world.



Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Day 15



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What are the Everglades?

The Everglades are a mixture of salt water and freshwater. They're full of rich plant and animal life. They cover over 11,000 square feet in southern Florida. Although people tend to associate alligators and crocodiles with the everglades, they're actually home to an abundance of birds and other forms of wildlife.

<http://www.dep.state.fl.us/evergladesforever/about/default.htm>

<http://www.florida-everglades.com/totch/past.htm>

2. Word Wall

bushels (130)	suppressed (133)	scornful (134)	seize (137)	promptly (136)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 129-138

Setting	Characters	Pages
Everglades	Janie and Tea Cake	129-132
New home in the Everglades	Janie, Tea Cake and workers of the field	132-135
Bean Fields	Janie Tea Cake and Nunkie	136-137
Janie and Tea Cake home	Janie and Tea Cake	137-138

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Janie and Tea Cake now live in the Everglades.
- Tea Cake is picks beans during the day and gambles at night for income.
- Tea Cake and Janie get a house on the land where Tea Cake picks beans.
- During their free time, Tea Cake shows Janie how to shoot a gun and hunt.
- Janie and Tea Cake's home becomes the hot spot for gatherings during the night
- Janie stays home while Tea Cake works.
- Tea Cake says he misses Janie when he's working and asks her to work in the field with him.
- Janie and Tea Cake spend the evening in front of their house with the other workers listening to music, playing games, and telling stories.
- While working, Janie notices a girl named Nunkie is flirting with Tea Cake.
- Janie catches Tea Cake alone in the sugar cane fields with Nunkie, which hurts her.
- Tea Cake tells Janie that nothing happens. They fight and make up.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Locate and label the Everglades, Lake Okechobee, and Palm Beach on your map of Florida.

Open Mind Portrait

Add to your OMP of Janie and to your OMP of Tea Cake.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Bloom Ball—Side 9

Draw a conflict from the story and label it by its type, indicating the characters involved. Write one or two complete sentences that explain what this conflict is about. Possible conflicts are:

External

Struggle with another character (character versus character (protagonist vs. antagonist)).

Struggle with society (character versus society).

Struggle with nature (character versus nature).

Internal

Struggle within oneself (in the characters mind).

Cartoon

Create a cartoon of Janie's three marriages. How did her life change with each marriage?

8. Discussion

Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What does Janie see when she arrives in the Everglades?
2. Why did Janie and Tea Cake move to the Everglades?
3. What do Janie and Tea Cake do for employment when they get arrive?
4. Do you find it strange that they are looking for housing when Janie has enough money for both of them to not work and relax instead? Explain.
5. Why do you think the people coming to work, including Janie and Tea Cake, spend their money as soon as they get it? No one seems to save their money. What do you think the author is trying to tell you about the people who live in the Everglades and this time period in history?
6. The author wrote, "*Work all day for money, fight all night for love. The rich black earth clinging o bodies and biting the skin like ants.*" What is your interpretation of this passage?
7. What is the symbolism behind the 'meeting spot,' aka the house that Janie and Tea Cake own? Do you find similarities between the house and the store that Janie and Joe owned?
8. What kind of wife has Janie become? What situations or life events have contributed to this change?
9. Tea Cake asks Janie to work alongside him in the field. What reason does he give Janie for this request, and do you believe him? Do you find Tea Cake to be genuine, or do you think he is being manipulative?
10. Who is Nunkie?
11. The flirtation between Tea Cake and Nunkie cause Janie to feel jealousy, something she has not experienced in her previous relationships. Why do you think she's starting to feel jealousy now? Is Tea Cake jealous of Janie?
12. Tea Cake is caught alone with Nunkie in the sugar cane fields. What reason does he give for being alone with her? Do you believe him? Do you think anything happened?

13. Tea Cake has made some huge mistakes during his marriage to Janie thus far. Identify the pattern of the arguments between Janie and Tea Cake. What do you notice about their fights? Could better communication and honest conversations reduce the tension between these two?
14. Janie's personality has changed over the course of the book. How is she the same and how is she different than she was in the beginning?

9. Analyze Analyze the key paragraph.

Key Passage, p. 137

'Whuts de matter heah?' Janie asked in a cold rage. They sprang apart.
 'Nothin',' Tea Cake told her, standing shame-faced.
 'Well, whut you doin' in heah? How come you ain't out dere wid de rest?'
 'She grabbed mah workin' tickets out amah shirt pocket and Ah run tuh git 'em back,'

Tea Cake explained, showing the tickets, considerable mauled about in the struggle.

Janie made a move to seize Nunkie but the girl fled.

'You done hurt may heart, now you come wid uh lie tuh bruise may ear! Turn go may hands!'" (p. 137).

EXTEND

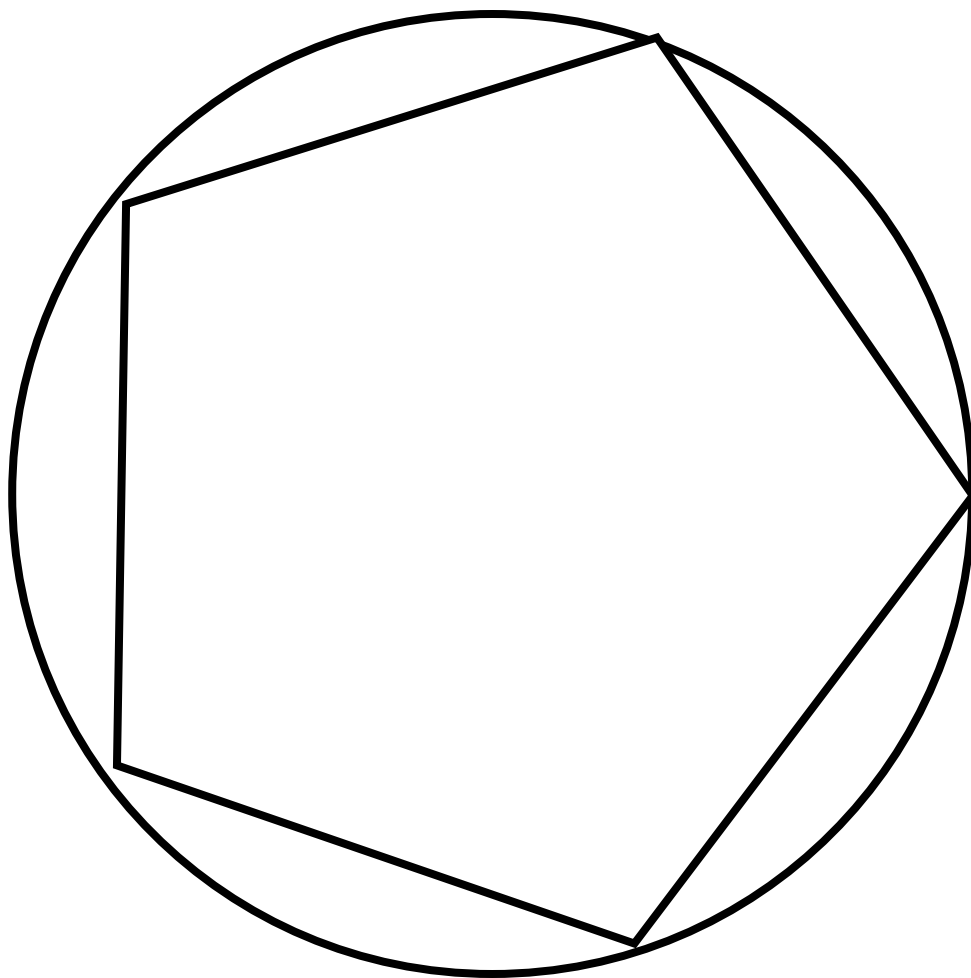
10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In life, things do not always appear as they actually are. In today's reading, Tea Cake is caught in the fields with a woman other than his wife. When Janie asks why they were there, Tea Cake replies that the girl took his working tickets and he was simply trying to get them back. He even shows proof by showing her the mangled tickets.

Pretend you are Janie. Write an argumentative paragraph in which you claim that Tea Cake has deceived you. Use evidence from the text to support your argument. How is your husband's treatment unjust? How can the two of you work things out? In your paragraph try to use the dialect implemented in the dialogue of this novel. You may draw on your dialect vocabulary word bank for inspiration.

11. Close Close by extending today's lesson to life and the world.

Community Connection



Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Day 16



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is Bahaman music?

Bahaman music is a combination of soco, calypso and reggae, with a 4-4 beat. The drums are a critical component of the Bahaman music.

To hear the sounds of Bahaman music click on the link below:

http://www.imeem.com/dialogs/standaloneplaylist/?p=n_Kp1hcd

http://www.fodors.com/world/caribbean/bahamas/feature_30005.html

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

subtle (139)	complexion (140)	fanatical (142)	discourage (144)	dwindled
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				(144)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 139-146

Setting	Characters	Pages
Janie and Tea Cakes home	Janie, Tea Cake, Mrs. Turner	139-143
On the streets in the Everglades	Janie, Tea Cake, Mr. Turner and his son	143-144
Janie and Tea Cakes home	Janie, Tea Cake, Mrs. Turner	139-146

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Janie and Tea Cake stay in the Everglades even after the season is over.
- Janie becomes friends with Mrs. Turner while listening to the music of Bahaman drummers.
- Mrs. Turner thinks she's better than other blacks because she's mixed race.
- Mrs. Turner likes Janie because she has a light skin complexion.
- Mrs. Turner tells Janie that she doesn't like black people, "negroes", because she thinks they laugh too much and too loud.
- Mrs. Turner had six children, but only one survived.
- Mrs. Turner wants to set up Janie with her brother, even though Janie is married.
- Tea Cake hears the entire conversation between Janie and Mrs. Turner.
- Tea Cake tells Janie that they are not going to eat in her restaurant anymore and that he is going to spread the word.
- Tea Cake tries to talk to Mr. Turner about his wife.
- Summer ends and people return for crop season.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map

Locate and label Palm Beach, Fort Myers and Fort Lauderdale on your ongoing map of Florida.

Open Mind Portrait

Add to your OMP of Janie.

Word Bank

Continue with the dialect vocabulary word bank. Identify 5 words that have a different dialect spelling than what we use in today's English language. For example: "Ah" is "I", "lawd" is "lord" and "tuh" is to.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

CD Project

The novel deals with many issues and themes that are present in many people's lives. You can find these themes being discussed and/or expressed in many different places, i.e. art, film, music, dance, etc.

For this activity, you will create a CD cover that reflects some of the themes you've encountered in the novel (change, relationships, community issues). You will include songs in this project that illustrate these different themes. You may choose songs from any genre (rock, alternative, oldies, rap, etc.), as long as the songs relate directly to the themes in the book and are appropriate in a school setting. (For more instructions, see "CD Project" under 'Community Connections').

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why do you think Janie and Tea Cake stay in the Everglades, even when the season is over?
2. What do they do when the season ends?
3. Who is Mrs. Turner? What does she look like and how does she act? What does she do for a living?
4. Why does Mrs. Turner think she is better than other people, especially black people?
5. Why does Mrs. Turner get along with Janie, but not her husband?
6. Do you know people like Mrs. Turner?
7. How does Janie defend her marriage when Mrs. Turner questions why she married Tea Cake?
8. Mrs. Turner tells Janie she should meet her brother. Why?
9. Why do you think Janie continues to be friends with Mrs. Turner, knowing that she is racist and disrespectful towards her marriage?
10. What can explain Mrs. Turner's hatred and dislike of blacks?
11. What happens when Tea Cake tries to talk to Mr. Turner?
12. Tea Cake vows to avoid Mrs. Turner's restaurant and plans on telling everyone to do the same. Do you think this is a good idea? Will it work? Explain?

9. Analyze Analyze the key paragraph.

Key Passage, p. 145

“Once she was complaining about the carryings-on at the jook and Tea Cake snapped, ‘Aw, don’t make God look so foolish—findin’ fault wid everything HE made.’ So Mrs. Turner frowned most of the time. She had so much to disapprove of” (p. 145).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Mrs. Turner can be described as a “complainer”. She appears to find fault in everything around her. She doesn’t appear to be happy unless she is putting someone else down.

Write an argumentative paragraph in which you argue against Mrs. Turner’s negative attitude. What changes could she make in order to complain less? Is it always better to see the positive in every situation?

11. Close Close by extending today’s lesson to life and the world.

Community Connection

CD Project

Description:

This novel deals with many complex issues and themes that are present in many people's lives. For this reason, there are many places where we may find the same theme being discussed and/or expressed in another way (i.e. art, film, music, dance, etc.). For this activity, you will create a CD (fake) that reflects the same themes present in this novel. The songs that you choose to include on this CD will be songs that illustrate the different issues present in the novel. You may choose songs from any genre (rock, alternative, oldies, etc.); the only requirements are that the songs **MUST** deal with the issues present in the novel and be appropriate in a school setting. Below are guidelines that will help you create your own CD.

Your CD Project must include...

- a) Three songs that deal with the themes and issues in the novel.
- b) The names of the artist who sings the song.
- c) A quote from each song that directly relates to the novel.
- d) One important quote pulled directly out of the novel that relates to the song.
- e) An explanation on how the quotation relates to the issues in the novel.
- f) Illustrated CD cover.

Use the chart below to organize your ideas and prepare to make you CD Project.

	Song #1	Song #2	Song #3
Title of Song			
Name of Artist			
Copy a quote from the song that relates to the issues in the novel.			
Explain how the quote from the song relates to the issues in the novel.			

Inside of the CD cover:

Song Title #1 Artist	Song Title #2 Artist	Song Title #3 Artist
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Quote from song ----- Paragraph: How quote relates to issues in the book	Quote from song ----- Paragraph: How quote relates to issues in the book	Quote from song ----- Paragraph: How quote relates to issues in the book
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Cover of CD:

The CD cover must include...

- a) CD Title
- b) A picture, collage, drawing, symbol, etc.
- c) Quotation from the book (Use proper grammar and identify the speaker).

Title (Illustration) “Quotation” - speaker

Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Day 17



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is jealousy?

The word jealous is an adjective that has many definitions. Among them are 1.) Resentful or bitter in rivalry; envious, 2.) Having to do with or arising from feelings of envy, apprehension, or bitterness.

<http://www.thefreedictionary.com/jealous>

In today's reading, Tea Cake is jealous and hits Janie as a result.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

justified (147)	dismay (151)	bluff (151)	profusely (153)	trampled (153)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 147-153

Setting	Characters	Pages
Everglades fields	Tea Cake, Sop-de-Bottom	147-149
Mrs. Turner's restaurant	Tea Cake, Sop-de-Bottom, Stew Beef, Bootyny, Motor Boat, Mr. and Mrs. Turner, Dick Sterrett and Coodemay and others eating	149-153

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Tea Cake whipped Janie after Mrs. Turner brought over her brother to meet her.
- Tea Cake was envied by the women and men in the field.
- Sop-de-bottom and Tea Cake engage in a conversation about why he is jealous that Tea Cake is able to whip on his wife and leave a visible bruise.
- Tea Cake didn't whip his wife because she was guilty, he whipped his wife to show who was boss.
- Sop-de-Bottom thinks Mrs. Turner is hanging around Janie because of her money.
- Tea Cake and others get paid and go out to Mrs. Turner's restaurant for dinner.
- Tea Cake and his friends eat at Mrs. Turner's restaurant on a Saturday night.
- The restaurant is packed with people.
- A disagreement occurs between Tea Cake and Coodemay.
- Tea Cake attempts to throw Coodemay out, Coodemay refuses to go.
- Coodemay gets rowdy and a fight begins in the restaurant.
- Mrs. Turner asks her husband to do something about it and he just sits in the corner.
- Mrs. Turner gets injured in the chaos and blames Tea Cake for the mess.
- Coodemay stops in the middle of the fight and apologizes. He agrees to take everyone out for drinks down at the Pahokee.
- Coodemay and Sterret stop by the next day and apologize for the fight, giving Mrs. Turner \$5.00.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Open Mind Portrait

Add to your OMP of Tea Cake

Word Bank

Continue with the dialect vocabulary word bank. Identify 5 words that have a different dialect spelling than what we use in today's English language. For example: "Ah" is "I", "lawd" is "lord" and "tuh" is to.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Bloom Ball—Side 10

In writing, describe the most memorable moment of the story in your opinion. Why do you feel this way?

Cubing An Action

Complete each face of the cube by describing each important action related to the fight at Mrs. Turner's restaurant.

8. Discussion

Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why did Tea Cake beat Janie?
2. Why did Tea Cake feel the need to show who is the boss, when he knows that Janie will do anything for him and would never leave him?
3. The people in the field are envious of Tea Cake. Why?
4. The author writes, "*The way he petted and pampers her as if those two or three face slaps had nearly killed her made the women see visions and the helpless way she hung on him made men dream dreams.*" Why do you think she added that sentence right after she tells us that Tea Cake whips Janie?
5. What reason does Tea Cake use to justify his whipping Janie?
6. The author paints Janie as a weak woman in this chapter. Why do you think that is? Do you think differently of Janie, knowing that she hung on him after he whipped her? How have her behavior and attitudes changed? Has she ever appeared weak in the novel before?
7. Why do you think no one saves their money when the pay day arrives? If you lived in this time period, would you have spent the money too, or would you have saved it? Why or why not?
8. The author makes a point to describe the atmosphere of Mrs. Turner's restaurant on Saturday night after everyone gets paid (p. 149). Do you think this scene is used to justify Mrs. Turner's reasons for disliking black people?
9. Tea Cake said that he would never go inside Mrs. Turner's restaurant again, yet he shows up there on pay day. Why? What happens at Mrs. Turner's restaurant?
10. Mr. Turner doesn't stop the fight, but chooses to sit in the corner when Mrs. Turner calls on him instead. Why do you think he doesn't do anything to stop the fight?
11. Do you think Tea Cake and his friends orchestrated the fight? If so, give reasons and evidence from the book to support that answer.

12. Tea Cake stuck up for Mrs. Turner, an action that caused the fight between Coodemay and himself; however, Mrs. Turner still blamed him for the fight and the destruction in her restaurant. Why do you think that is?
13. Did you find it strange that Coodemay, out of the blue, says that he was wrong and that he is going to make it up to everybody by buying drinks for them at the Pahokee?
14. On page 153, the author hints that Mrs. Turner's son and brother are already on their way out of the area. Do you think she will leave now that her restaurant is destroyed?

9. Analyze Analyze the key paragraph.

Key Passage, p. 152-153

“Ah’m wrong. Ah’m wrong! Y’all tried tuh tell me right and Ah wouldn’t lissen. Ah ain’t mad wid nobody. Just tuh show y’all Ah ain’t mad, me and Sterrett goin’ tuh buy everybody somethin’ tuh drink.”

Monday morning Coodemay and Sterrett stopped by and begged her pardon profusely and gave her five dollars apiece” (p. 152-153).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Only after there were broken dishes and broken furniture did Coodemay realize that his behavior was inappropriate and that he should leave. The next day, he returns to apologize and make peace with Mrs. Turner.

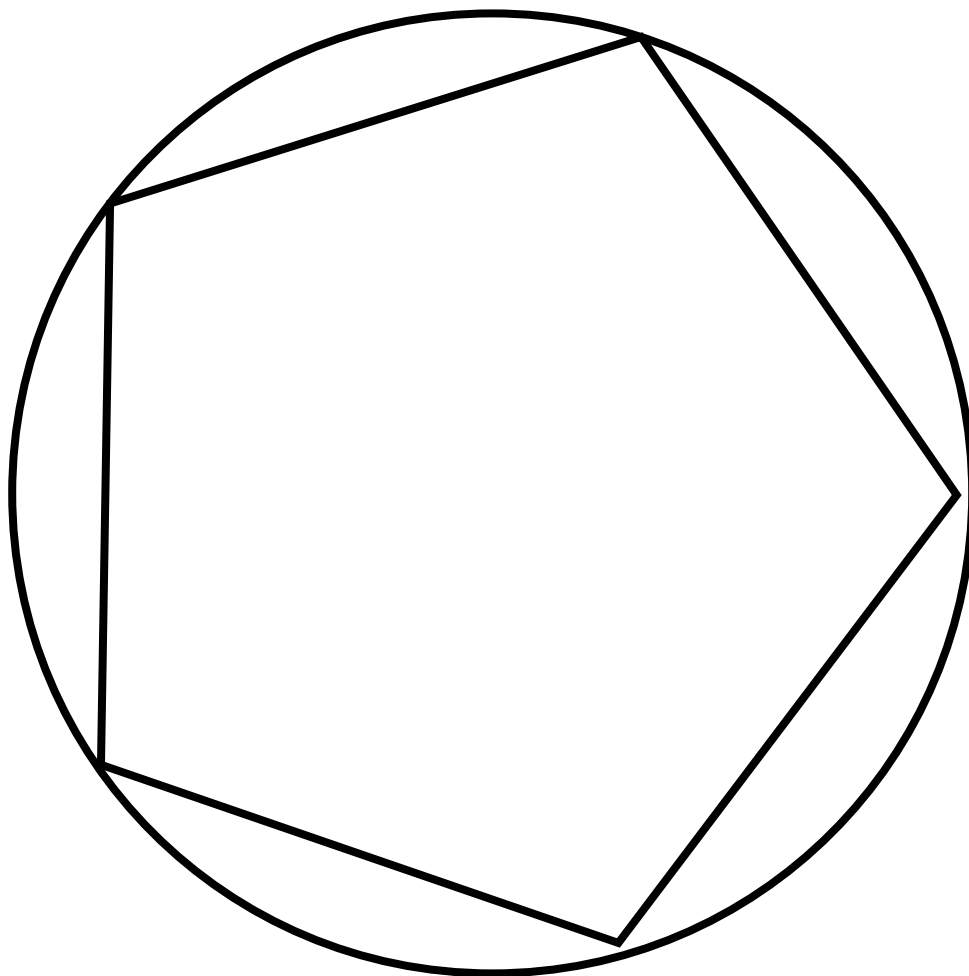
Write an argumentative paragraph in which you claim that Coodemay's behavior was either out of line, or redeemed by the fact that he apologized. Does apologizing 'wipe the slate clean'? How do you view Coodemay after reading this section of the book? If you were in the situation, how would you have handled it? Provide a counter-argument in your paragraph, but also conclude with a strong statement that backs up your initial claim.

11. Close Close by extending today's lesson to life and the world.

Community Connection

11c12 Cubing an Action

		When and Where		
		Who		
	Cause	Action	Effect	
		Evaluation		



Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Day 18



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a hurricane?

Hurricanes are tropical storms that form in the North Atlantic Ocean, the Caribbean Sea, the Gulf of Mexico, and the Northeast Pacific Ocean. They begin near the equator. They result in heavy rains and severe wind. A hurricane's wind speed exceed 74 mph, damaging cars, home, buildings, trees, and basically anything in its path.

Check out the NASA web link below for more information including videos.

http://www.nasa.gov/worldbook/hurricane_worldbook.html

http://www.fema.gov/hazard/hurricane/hu_surge.shtm

<http://www.fema.gov/kids/hurr.htm>

In today's reading, Tea Cake and Janie get caught in the hurricane.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

lisp (155)	chant (157)	seep (165)	refuge (166)	desolation (167)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 154-167

Setting	Characters	Pages
Janie and Tea Cake's home	Janie, Tea Cake, Siminoles, Muk Boy, Motor Boat, other town people,	154-161
On the way to Palm Beach	Janie, Tea Cake, and Motor Boat	161-167

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- A band of Siminoles pass by, heading east.
- The Siminoles tell Tea Cake a hurricane is on its way.
- A Bahaman man named Lias came by Tea Cake's and Janie's home, asking if they wanted to also head east because of the hurricane.
- Tea Cake decides the Indians are wrong, so he and Janie stay behind.
- Others who choose to stay gather at Tea Cake's and Janie's home.
- During the middle of the night, the hurricane finally hits. Tea Cake tells Janie to grab important papers and money because they are heading to Palm Beach.
- Tea Cake, Janie, and Motor Boat leave the house towards higher ground.
- Everyone in town is leaving and heading to Palm Beach.
- The area is flooded.
- Tea Cake, Janie, and Motor Boat find a house and stay in it to rest.
- Tea Cake wishes they would have left with Lias.
- While in the house, Janie awakes to the flooding water coming towards them.
- Motor Boat decides to stay behind, while Janie and Tea Cake leave in hopes of getting to the Six Mile Bend.
- Six Mile Bend is packed and there is no room for Janie and Tea Cake, so they sit on the side of the road to rest.
- Janie sees a piece of tar-paper-roofing that she could use to cover Tea Cake, so she goes into the water to get it.
- Janie gets caught in the water and has to hold onto a cow.
- A dog, also on the cow, tries to attack Janie.
- Tea Cake jumps in the water to save Janie and gets bit by the dog.
- The next day, the storm ends and Janie and Tea Cake arrive in Palm Beach.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Open Mind Portrait

Add to your OMP of Tea Cake. Add to your OMP of Janie

Word Bank

Continue with the dialect vocabulary word bank. Identify 5 words that have a different dialect spelling than what we use in today's English language. For example: "Ah" is "I", "lawd" is "lord" and "tuh" is to.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Bloom Ball—Side 11

Write a prediction of how you think the book will end. Do you think Tea Cake will die because of the dog bite?

Suitcase

You have just been told there is a hurricane on its way and it will hit land in 24 hours. You and your family have agreed to leave and go to a safer location. What items would you bring with you? Remember it has to fit in one suitcase.

Please note: you will be wading in 5 feet of water for about an hour until you hit dry land. Because you are responsible for the suitcase, you cannot bring any weapons, drugs, alcohol, or anything else illegal.

Use computers, magazines, and hand-drawn pictures to help with the visuals for your suitcase.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why are the Indians and animals heading east?
2. Why wasn't anyone worried when they were told that a hurricane was on its way? Would you have stayed or left after hearing the warning?
3. What is the mood like at Tea Cake's house the night before the hurricane hits?
4. Why did Tea Cake ignore the Lias and the Indians' warnings about the need to head east to avoid the hurricane?
5. During the night, the storm hits. Describe what is happening before the hurricane reaches its full power.
6. Have you ever experienced weather as it is described in today's reading?
7. Describe the bond between Janie and Tea Cake.

8. Janie tells Tea Cake, “‘Ah wuz fumblin’ round and God opened de door.’” What do you think that means? What is Janie trying to say about her feelings toward Tea Cake?
9. What do Janie and Tea Cake see when they leave the house for Palm Beach?
10. Janie, Tea Cake, and Motor Boat are able to find an abandoned house to rest in while they wait out the storm. What happens while they’re in the house?
11. Why does Motor Boat stay behind? Would you have stayed behind with him? Why or why not?
12. How does a dog bite Tea Cake?
13. Death is a significant theme in today’s reading. What is the author alluding to in today’s reading? Do you think Tea Cake will die as a result of being bit by the dog?
14. What do they see when they finally arrive in Palm Beach?
15. Do you think Motor Boat survived the hurricane?
16. How does the title of this book become significant in this chapter?

9. Analyze Analyze the key paragraph.

Key Passage, p. 162

“‘Dese people had mo’sense than Ah did,’ Tea Cake said as they dropped to the floor and lay there panting. ‘Us oughta went on wid ‘Lias lak he ast me’” (p. 162).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Tea Cake regrets that he and Janie didn’t leave with Lias after being warned that a hurricane is approaching. As a result, they have to fight to stay alive, with death closing in around them. They, along with the rest of people who stayed behind, are frantically trying to stay alive and find high ground to avoid getting caught in the fury of the lake.

Pretend you are Tea Cake, and in the abandoned house you found a scrap of paper and a pencil. Write an argumentative letter to Lias explaining why you were wrong not to follow his advice. What were the unforeseen consequences of your decision to wait? How could things have been different if you decided to leave at the first sign of danger?

11. Close Close by extending today’s lesson to life and the world.

Community Connection

Bookmark: Suitcase Bookmark

Materials:

- Pieces of stiff paper [like oak tag] 6-10 inches wide and 5-10 inches long
- Some combination of pencil, pen, crayon, or marker
- Construction paper, scissors and glue sticks if desired

Step One: Make a list of things you would take with you if you in a suitcase.

1. Imagine that you are going to be moving around from place to place for the next few years. What are the most important things you have? What are the things you would always want to have with you? Everything you take has to fit in one suitcase.
2. Make a list of the things you would take.

Comment: This suitcase is filled with things that you actually have and that are important to you. Of course, because you are a responsible person, it does not include any weapons, drugs, alcohol, or anything else illegal.

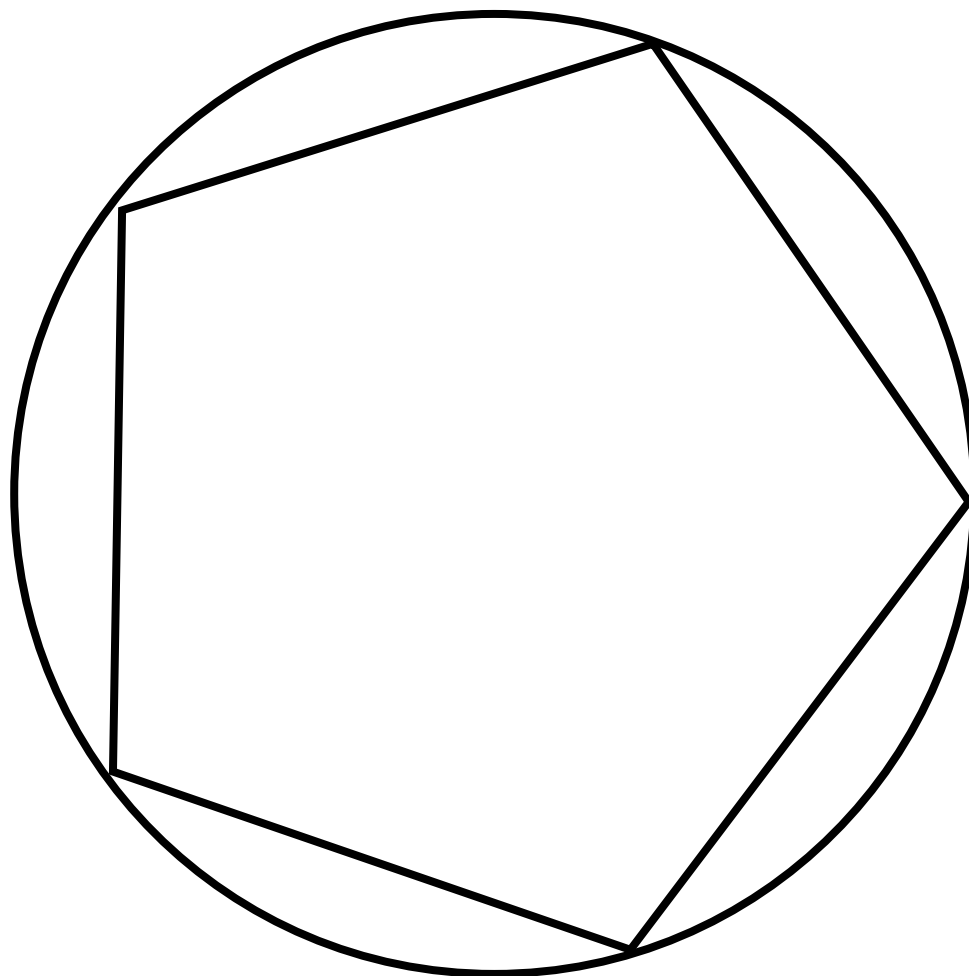
Step Two: Make a bookmark like a suitcase full of things you would take.

1. Make a bookmark about 6-10 inches wide and 5-10 inches long, and then fold it in half.
2. Make the items on your list out of construction paper and glue them inside the suitcase. Make the outside of the suitcase look like an actual suitcase.

Step Three: As you read the story you can add things to your suitcase.

Variations of this Bookmark

1. Draw the items inside the suitcase with a marker instead of gluing pieces of construction paper.
2. Make a bigger suitcase – even life-size if you want, or wall size, or 3D.



Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Day 19



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is Jim Crow?

Jim Crow was the name of a caste system that kept races segregated between the 1870's and mid-1960's. Jim Crow laws were created shortly after the end of the Civil War. Jim Crow laws put the mindset that blacks were inferior to whites into law. Under the Jim Crow laws, blacks and whites were not to share public restaurants, churches, jails, water fountains, public transportation, and educational facilities.

For a list of some of the Jim Crows laws please go the websites below.

<http://www.ferris.edu/JIMCROW/what.htm>

<http://academic.udayton.edu/race/02rights/jcrow02.htm>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

consolidated (173)	wreckage (170)	corpses (170)	gagged (174)	brawny (175)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 168-179 (top of page)

Setting	Characters	Pages
A rented house in Palm Springs	Tea Cake, Janie, town people from everywhere	168-170
A ditch in Palm Springs	Tea Cake and other people	170-171
A rented house in Palm Springs	Tea Cake, Janie, Doctor Simmons	172
A rented house in the Everglades	Tea Cake, Janie, Doctor Simmons	172-179

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Tea Cake and Janie don't know what to do or where to go in Palm Springs.
- Janie tells Tea Cake that people are being asked to help bury the dead outside, but also tells him that he needs to rest more.
- Tea Cake ignores Janie and goes outside anyways.
- While standing outside the house, Tea Cake is approached by two white officers and is told to help bury the dead.
- Tea Cake and others are burying the dead by race.
- They were told to examine all the bodies they threw in the ditch to make sure no white person ended up in a black person's ditch.
- The deceased white individuals will have coffins made, but the black individuals will not.
- Tea Cake was able to escape the manual labor and get back to Janie.
- Jane and Tea Cake decide to move back to the Everglades.
- Tea Cake runs into Motor Boat, who slept through the whole hurricane.
- Tea Cake finds work, but comes home early one day due to illness.
- Tea Cake is ill with a fever, gagging on liquids, and having nightmares.
- Tea Cake is paranoid and thinks Janie is being careless with her cleaning.
- Janie gets a doctor named Dr. Simmons.
- Janie tells Doctor Simmons all of Tea Cake's symptoms.
- Dr. Simmons tells Janie that it was a *mad* dog that bit Tea Cake; as a result, he is going to get sick and suffer more before he gets better.
- Dr. Simmons tells Janie that if he was treated after the bite, he could have been saved; however, it is too late now.

- Tea Cake feels like his brain is on fire.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Open Mind Portrait

Add to your OMP of Janie. Add to your OMP of Tea Cake.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Sketch

Draw a picture of what you think the mad dog that bit Tea Cake looks like

Bloom Ball—Side 12

Draw a picture of the story within the novel that you related to the most. Write a sentence to explain why this moment means so much to you.

Now you are going to put your Bloom Ball dodecahedron together. Fold each circle on the lines so that the folds are facing up. Glue, tape or staple your circles together to form a dodecahedron. Check to see that all edges are facing up.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why doesn't Tea Cake listen to Janie when she warns him not to go outside?
2. What happens when Tea Cake goes outside to check the damage done by the hurricane?
3. Describe the chaos and damages left by the hurricane.
4. How are the white and black people buried?
5. Why are the people told to examine the bodies before they are placed in the colored ditches?
6. What do they throw over the bodies after they throw them in the ditch?
7. Who does Tea Cake see when they return to the Everglades?
8. Looking back at today's reading, do you think it would have been a better idea to stay in the house with Motor Boat?
9. Why does Tea Cake come home early from work one day?
10. Describe Tea Cake's symptoms. What is wrong with him?
11. Why doesn't Tea Cake want to admit that he is sick and needs medical attention?
12. What do you notice about the changes in Tea Cake as he becomes sicker? Should Janie be scared for her life?
13. What does Tea Cake think is wrong with the water?
14. The author writes, "the demon was there before him, strangling, killing him quickly." What do you think that demon is? What evidence supports your answer?
15. Why do you think Janie went to get a white doctor and not a black doctor?

16. How does the doctor know what Tea Cake has? What particular symptom does the doctor focus on to lead him to his findings?
17. What does the doctor tell Janie about Tea Cakes illness? Could it have been prevented?
18. Where does the doctor tell Janie to put Tea Cake?
19. What does Janie do when she finds out that Tea Cake is dying?

9. Analyze Analyze the key paragraph.

Key Passage, p. 170-171

"A huge ditch was dug across the white cemetery and a big ditch was opened across the black graveyard. Plenty quick lime on hand to throw over the bodes as soon as they were received..."

'Hey, dere, Y'all! Don't dump dem bodies in de hole lak date! Esamine everyo last one of 'em and find out if they's white or black.'

'Us got tuh handle 'em slow lak date? God have mussy! In de condition they's in got tuh examine 'em? Whut difference do it make 'bout de color? Dy all needs burin' in uh hurry.'

'Got orders from headquarters. They makin' coffins fuh all de white folks. 'Tain't nothing' but cheap pine, but dat's better'n nothin'. Don't dump no white folks in de hole jus' so'" (p. 170-171).

EXTEND

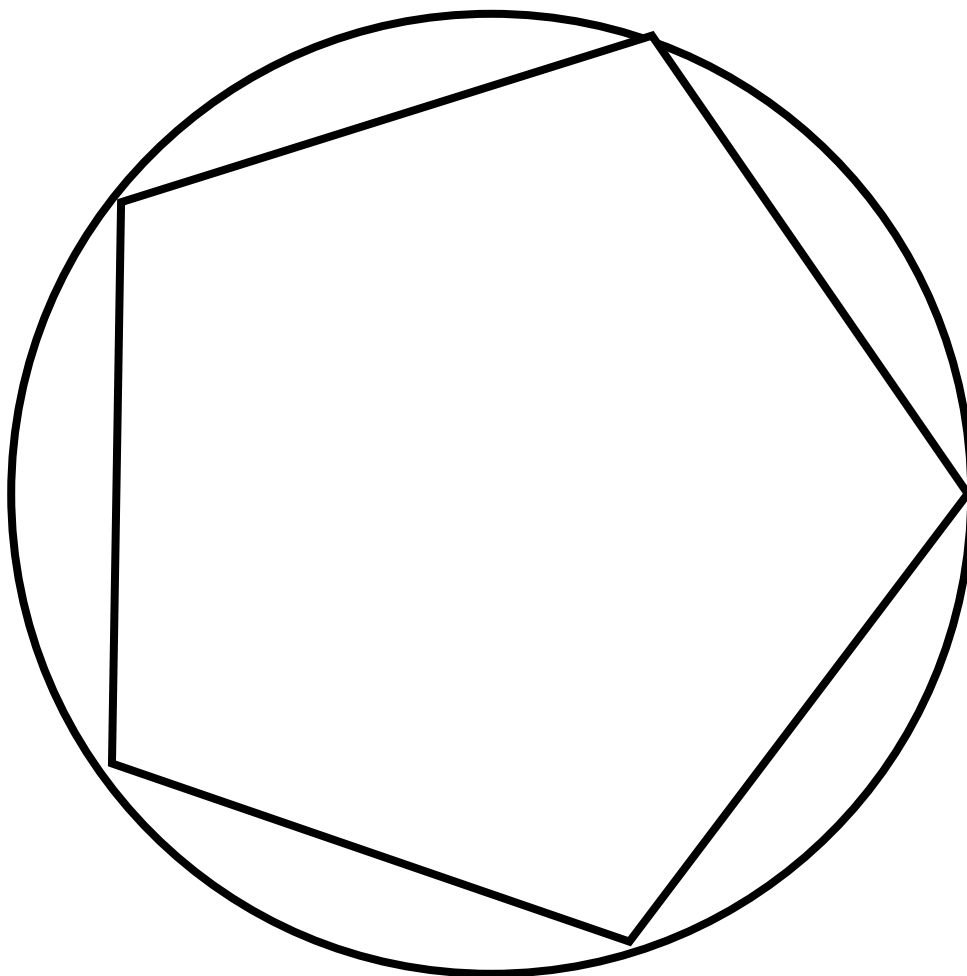
10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In today's reading, we are introduced to the theme of segregation. While burying the dead, the men must separate the bodies by race so that the white bodies could be placed in coffins, while the black bodies are to stay in the ditch with lime juice over them and then covered with dirt. This is because there were not enough coffins to go around.

Write an argumentative letter addressed to a governmental official at the time of the novel. In this letter state why you believe that this segregation and different burial procedures for black and white folks is unjust or justified. Does the color of one's skin matter after death? Should the white and black bodies be given the same treatment? Write with a formal and impassioned tone.

11. Close Close by extending today's lesson to life and the world.

Community Connection



Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Day 20



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is Rabies?

Rabies is a virus that affects the nervous system (brain and spinal cord) and its functions. A person can get rabies from the saliva of a dead or living animal. It can take anywhere from days to years before the symptoms of rabies can be identified. Some of the symptoms of rabies are similar to the flu in its early stages; however, as the virus continues to attack the nervous system, a person may experience anxiety, agitation, and hallucinations. Although rabies is never explicitly named in the book, it is what leads to Tea Cake's death.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

ferocity (182)	delirium (183)	frenzied (183)	anonymously (187)	justifiable (188)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 179-193

Setting	Characters	Pages
Janie and Tea Cake's home	Tea Cake and Janie	179-184
Courtroom	Janie, black people from town, judge, all white jury, Dr. Simmons, Mr. Prescott,	185-189
Funeral at West Palm Beach	Janie, Sop, people from town,	189-190
Everglades home of Tea Cake and Janie	Janie	190-191
Home in Eatonville	Janie and Pheoby	191-193

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Janie tells Tea Cake that she is going to rake the front yard, but she really goes into town to see if she can buy some medicine for him.
- Sop-de-bottom and Dockery visit Tea Cake.
- Sop-de-bottom tells Tea Cake that Mrs. Turner's brother is back and questions Janie regarding where she has been.
- Tea Cake is sad, so Janie tells him that he is the only person she loves and that God snatched her out of the fire for him.
- Janie finds a pistol under the pillow while tucking Tea Cake into bed.
- During the night, Tea Cake has two bad attacks. It seems that Tea Cake's mind is no longer there, even though his body remains.
- Tea Cake accuses Janie of wanting to leave him.
- Janie checks to see if the gun is loaded, and it is; however, she doesn't unload it.
- Janie hides a rifle in the kitchen, behind the stove.
- Tea Cake wakes up one morning and gets mad at Janie for not sleeping with him.
- Tea Cake shoots at Janie with the pistol, trying to kill her.
- Tea Cake has gone mad and continues to shoot at Janie.
- Janie fears for her life and points the rifle at Tea Cake, hoping to scare him.
- Janie shoots and kills Tea Cake.
- Janie goes to jail, and finds herself in court three hours later.
- The colored people from town are in the courtroom, upset with Janie for killing Tea Cake.

- The colored people from town want to testify against Janie, and they accuse her of many awful things.
- Janie takes the stand and tells the story of her relationship with Tea Cake, the rabies, and the shot that killed Tea Cake.
- After 5 minutes, the jury finds Janie not guilty.
- Janie buries Tea Cake in Palm Beach.
- The townspeople feel bad about how they treated Janie, so they blame Mrs. Turner's brother, beat him and run him out of town.
- Janie returns to Eatonville.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Open Mind Portrait

Add the final bubbles to Janie's OMP.

Word Bank

Complete the dialect vocabulary word bank. Identify 5 words that have a different dialect spelling than what we use in today's English language. For example: "Ah" is "I", "lawd" is "lord" and "tuh" is to.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Obituary Ad

Create an obituary ad for Tea Cake, which will be placed in the Everglades newspaper. Include his birth, death, and a quote that you think best describes him. Also include how he lived his life and what he left behind.

For examples of obituaries, see link below:

<http://www.obituaries.com/Obits.asp>

Headstone

Create a headstone for Tea Cake. A headstone, or grave marker, is what sits on top of or in front of the grave. It usually has the date of birth and death on it, as well as some words about the person. See below for more information and samples of headstones.

<http://www.headstones.net/#>

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why did Janie lie to Tea Cake about raking the front yard?
2. Why do you think she didn't just tell him the truth about his sickness? Would you have told him? Why or why not?
3. What makes Tea Cake "tongue lie cold"?
4. The author writes that, "...*God snatched me out de fire through you. And Ah loves yuh and feel glad.*" What is the fire a metaphor for?

5. Would you have taken the pistol Janie found under Tea Cake's pillow?
6. Do you think, at this point in Tea Cake's illness, that it would have mattered if Janie would have taken the gun and the bullets?
7. *"Tea Cake was gone. Something else was looking out of his face."* Where did Tea Cake go and why does the author say he is gone?
8. In your own words, describe what leads up to the kitchen scene where Tea Cake first shoots Janie.
9. In your opinion, do you think Janie shot Tea Cake in self-defense, or do you think she shot him to ease his misery and pain? Explain.
10. Describe the scene in the courtroom. What do you notice about the courtroom?
11. Why do the people of town speak ill about Janie? Would you have done the same thing if you were in that courtroom, not knowing about his illness and his attempt to kill her first?
12. What happened to loyalty and friendship between Janie and the people in the Everglades? What does that tell you about friendship and how they really viewed Janie? Was she really accepted by them?
13. Why does Janie feel the need to tell the jury about the love between Tea Cake and herself? Who was she really talking to?
14. Janie is found not guilty in five minutes. That same night Janie overhears two men talking and saying *"Aw you know dem white mens wuzn't goingtuh do nothin' tuh no woman dat look lak her."* *"She didn't kill no white man, did she? Well, long as she don't shoot no white man she kin kill jus' as many niggers as she please."* In your opinion, was Janie found innocent because of her appearance? Or because she acted out of self-defense? Or do you think it was because she killed another black man and it didn't really matter to them? Explain your answer.
15. Do you agree with the statement *"Well, you know whut dey say, 'uh white man and uh nigger woman is de freest thing on earth.' Dey do as dey please"?*
16. How was Tea Cake's funeral different from Joe Stark's?
17. What did the author mean when she wrote, *"She [Janie] went on in her overalls. She was too busy feeling grief to dress like grief."*
18. How did the people in town apologize to Janie for their awful talk about her in the courtroom?
19. Why did Janie move back to Eatonville? Would you have moved back? If not, where would you have gone?
20. The author ends the book with a sentence that reads: *Tea Cake, with the sun for a shawl. Of course he wasn't dead. He could never be dead until she herself had finished feeling and thinking.* What does that mean?

9. Analyze Analyze the key paragraph.

Key Passage, p. 192

"Now, Pheoby don't feel too mean wid de rest of 'em 'cause dey's parched up from not knowin' things. Dem meatskins is got tuh rattle tuh make out they's alive. Let

‘em consulate theyselves wid talk. ‘Course, talkin’ don’t amount tuh uh hill uh beans when yuh can’t do nothin’ else. Ah listenin’ tuh dat kind uh talk is jus’ lak opnein’ you’ mouth and lettin’ de moon sine own you’ throat. It’s uh known fact, Pheoby, you got tuh go there tuh *know* there” (p. 191).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Janie has truly lived a full life. The novel ends where the novel begins: at home in Eatonville. Janie realizes that it doesn’t matter what advice people give you, you must go through obstacles in life to understand the meaning of love, pain, happiness, poverty, wealth, and loneliness, among other things.

Janie believes that in order to understand certain obstacles of life, you have to live them regardless if they come out good or bad. **Write a paragraph arguing whether or not you agree with Janie’s perspective. In your answer, make sure to give 2-3 reasons to support your response.**

11. Close Close by extending today’s lesson to life and the world.

Community Connection

Character Based Literacy Program Lesson Plan

Their Eyes Were Watching God, Final Writing Product



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Final Writing Product

Change Requires Effort:

Change is possible. Change requires 3 things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when we don't feel like working. It requires one step at a time.

Writing Task:

In the novel, *Their Eyes Were Watching God*, Janie Starks, the main character, is on a journey of love and self-discovery. Raised by her grandmother, a former slave, Janie is raised to believe that love and happiness equaled protection and safety. Janie is forced to marry Logan Killicks after she was caught kissing a stranger boy. Janie leaves Logan for Joe Starks. After Joe's death, she leaves town with a man named Tea Cake. On her journey in search of love, Janie must find out who she is and what she is willing to give up in the name of love and personal happiness. How is Janie able to go from a little fair-skinned, long-legged, "good" hair teenager to a woman with life experience? Will the advice and wisdom of her grandmother haunt her and hinder her from reaching true happiness? Janie has a vision of where she wants to go, but she isn't sure of how to get there. Using the passage from the novel on the reverse side and your own ideas, write a 5-paragraph response essay that focuses on the theme of change.

Suggested Writing Format:

- First, describe the physical and emotional hardships Janie has gone through to reach her vision. What is her vision? Define it. Present an argument: why did she create this vision? Was it a product of her surroundings, or were the motives internal?
- Next, write an argument defining the different types of conflict she might face in her journey of change (*man versus society*, *man versus fate*). Present an argument: how might she overcome these obstacles? How did she deal with them in the book? How would you have handled them? Support your claims with evidence from the book.
- Finally, argue that the theme of *Change Requires Effort*, and other related character traits helped Janie overcome the emotional hardships (*man versus himself*) of surviving her past, making her able to enjoy the present. How was effort involved in overcoming these obstacles?

Passage from *Their Eyes Were Watching God* by Zora Neale Hurston

“Now, dat’s how everything wuz, Pheoby, jus’lak Ah told yuh. So Ah’m back home agin and Ah’m satisfied tuh be heah. Ah done been tuh de horizon and back and now Ah kin set heah in mah ohouse and live by comparisons. Dis house ain’t so absent of things lak it used tuh be befo’ Tea Cake come along. It’s full uh thoughts...”

‘Ah know all dem sitters-and-talkers gointuh worry they guts into fiddle strings till dy find out whut we been talkin’ ‘bout. Dat’s all right, Pheoby, tell ‘em. Dey goin tuh make ‘miration ‘cause mah love didn’t work lak they love, if dey ever had any. Then you must tell ‘em dat love ain’t somethin’ lak uh grindstone dats’ de same thing everywhere ad do de same thing tuh everything it touch. Love is lak de sea. It’s uh movin’ thing, but still and all, it takes its shape from de shore it meets, and it’s different with every shore.’

“‘Lawd!’ Pheoby breathed out heavily, ‘Ah done growed ten feet higher from jus’ listenin’ tuh you, Janie. Ah ain’t satisfied wid mahself no mo’. Ah means tuh make Sam take me fishin’ wid him after this. Nobody better no criticize uyh in may hearin’”.

‘Now, Pheoby, don’t feel too men wid de rest of ‘em ‘cause dey’s parched up from not knowin’ thinkgs. Dem meatskins is got tuh rattle tuh make out they’s alive. Let ‘em console themselves wid talk. “Course, I talkin’ don’t amount tuh uh hill uh beans when yuh can’t do nothin’ else. And listenin’ tuh dat kind uh talk is jus’ lak opening’ yo’ mouth and lettin’ de moon shine down you’ throat. IT’s uh known fact, Pheoby, you got tuh go there tuh know there. Yo’ papa and yo’ mama and nobody else can’t tell yuh do fuh themselves. They got tuh go tuh God, and they got tuh find out about livin’ fuh themselves”’