

Grade 12

Unit "Their Eyes Were Watching God"
Introductory/Background building activity
2-3 class periods

Lesson # 1

Library of Congress
Teaching With Primary Sources
Michigan Council for History Education & Wayne RESA
July 2010

"Their Eyes Were Watching God" (A novel)
By Zora Neale Hurston
Background knowledge gathering experience

Big Ideas of the Lesson: Students will use Library of Congress primary and secondary sources to learn about the time period, setting, and author details prior to reading the novel: "Their Eyes Were Watching God".

Lesson Abstract: (summary of main points)

Using their senses, students will put themselves in the mindset of the 1920's and 30's rural south (specifically Florida) prior to reading the Hurston novel. Students will use some or all of the following:

- Photos
- MP3 recordings
- Timelines
- Other writings by Hurston
- Florida International University Libraries

Students will work in groups using analysis worksheets and other tools to gather information and as an assessment will present their findings in a creative way to their classmates.

U.S. History and Geography Content Expectations or Standards V10/07

6.1 Growth of Industrial and Urban America

6.1.1 Factors in the American Industrial Revolution - Analyze the factors that enabled the United

States to become a major industrial power, including:

- gains from trade (*National Geography Standard 11, p. 206*)
- organizational "revolution" (e.g., development of corporations and labor organizations)
- advantages of physical geography (*National Geography Standards 4, 7, and 15; pp. 190, 197, and 214*)
- increase in labor through immigration and migration (*National Geography Standard 9, p. 201*)
- economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller)
- technological advances

6.1.2 Labor's Response to Industrial Growth – Evaluate the different responses of labor to industrial change including:

- development of organized labor, including the Knights of Labor, American Federation of Labor,
- and the United Mine Workers
- southern and western farmers' reactions, including the growth of populism and the populist
- movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan's "Cross of
- Gold" speech) (*National Geography Standard 6, p. 195*)
-

6.3 Progressivism and Reform

6.3.1 Social Issues – Describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies)

Integrated HSCEs

2009 Michigan Educational Technology Standards—Grades 9-12

9-12.CI. Creativity and Innovation - By the end of grade 12 each student will:

9-12.CI.3. Use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, websites, presentations, photo galleries)

9-12.RI. Research and Information Literacy—By the end of grade 12 each student will:

9-12.RI.3. Demonstrate the ability to use library and online databases for accessing information

Key Concept(s)

Racism

Oppression of women

Feminism

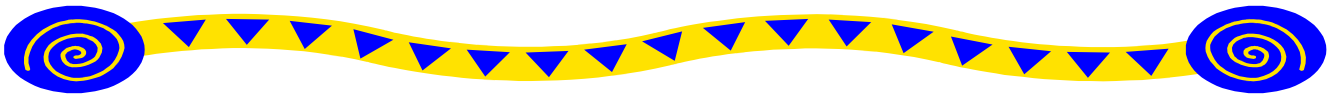
Instructional Resources

Student Resources

- Access to online computers
- Presentation program i.e. Microsoft Office Powerpoint or googledocs presentations
- BINGO sheet to use during presentations

Teacher Resources

- See Addendum "A" for exact search process for LOC materials
- Photo Analysis Worksheet – National Archives
http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf
- Thinking about Songs worksheet
www.loc.gov/teachers/lyrical
- Play Analysis worksheet
- BINGO sheet for each student



Lesson Sequence.

Anticipatory Set

- Students will listen to a sound clip from the LOC to begin each class period (3-5 minutes).
 - Suggested clips:
[Children's songs, work songs, readings...](#)

Reading and songs performed by Zora Neale Hurston
(get to MP3 WAV or Real Player files by following directions on page 8)

Step by Step Procedures

DAILY

- Students will journal about thoughts from the sound clip (5 minutes)

DAY 1

- Students will be divided into groups of 3-6 members and given analysis tools based on their area of research (photos, time line, plays, etc) students will have remainder of one class period to begin creating presentation and create a teaching plan to share what they learn with classmates during the next class session. (30 minutes)

❖ **Group 1**

PHOTO ANALYSIS

- ✓ Students will use the National Archives Photo Analysis sheet to make observations about required number of photos
- ✓ Students copy and paste photos into a presentation to share w/ class and highlight findings to classmates

Group 2 (as needed depending on class size)

PHOTO ANALYSIS

See above

❖ **Group 3**

Zora Neale Hurston Chronology 1891-1960

- ✓ Students will summarize and highlight information about the author's life 1891-1960 to be presented to entire class

❖ **Group 4**

❖ **Group 5**

1920's 1930's TIMELINE

- ✓ Students will summarize and highlight information about the Everglades history focusing on 1920-1939 to be presented to entire class

❖ **Group 6**

HURSTON PLAYS

❖ **Group 7 (as needed depending on class size)**

HURSTON PLAYS

- ✓ Pick one of the 10 plays, if it is 10 pages or less, read and summarize the entire play, if longer, just read the first 10 pages and try to understand what the play is about.

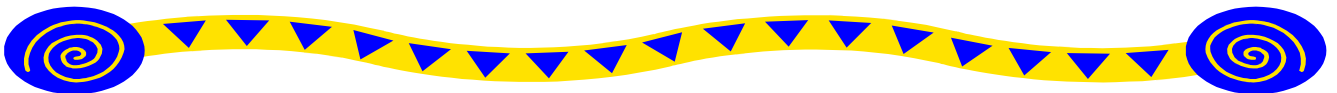
Independent Practice

DAY 2 (Entire class period)

- Students will have more time (if necessary) to complete presentations
- Group presentations to begin (5-7 minutes x number of groups)
- Students not presenting will have a Blank BINGO card (to follow) to help them focus on presentations
 - ✓ Students will jot a "key concept" that they feel is important in each square during presentations, these will be turned in as part of assessment, and returned to the student as a review exercise after the novel has been read (teacher will compile a list to "call" for Bingo from the student cards)
- **DAY 3** (If required)

Assessment

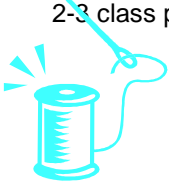
- Each group will give a 5-7 minutes oral (and visual if relevant) presentation to the class to prepare students for reading the novel.
- Each student will turn in a completed BINGO card



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Addendum A
Search Threads

"Their Eyes Were Watching God" - A novel
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Group 1 (and 2 if necessary)

PHOTOS

loc.gov

American Memory

Search all collections

(enter search term) **Eatonville FLA**

Select **Gallery view**

Use photos in this gallery to create a folder for students to use in a presentation or give students direction on how to access photos to select their own.

*Students will use the National Archives Photo Analysis sheet to make observations about required number of photos

*Students copy and paste photos into a presentation to share w/class and highlight findings to classmates



Group 3

Timeline Hurston Plays

Zora Neale Hurston Chronology

loc.gov

American Memory

BROWSE

African American History

Hurston, Zora Neale Plays 1925 -1944

Timeline 1891-1960

* Students will summarize and highlight information about the author's life 1891-1960 to be presented to entire class

Group 4 1920-1929

Group 5 1930-1947



Michigan Council for History Education
Library of Congress Grant through the Illinois State University

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Everglades [Timeline](#)

[1920's](#)

[1930's](#)

loc.gov

American Memory [GO](#)

BROWSE Collections by Place (bottom right)

South U.S.

FLA Everglades Environmental History

Timeline

Continue to external site:

Florida International University Libraries

Everglades Timeline

(Group 4)1920-1929

(Group 5)1930-1947

*Students will summarize and highlight information about the Everglades history focusing on 1920-1939 to be presented to entire class.



Group 6

Group 7 (if necessary) Make sure each group does a different play, more groups can be added here if necessary

[Zora Neale Hurston Plays](#)

Loc.gov

Resources for... **TEACHERS**

CLASSROOM MATERIALS

Themed Resources

See all Themed Resources

Women's History

Exhibitions and Presentations

Zora Neale Hurston Plays

About this collection

[Browse Collection by TITLE C D F L M P S W](#)

*Students will use "play analysis" sheet (to follow) to study one of the 10 Hurston plays, if it is 10 pages or less, they will read and analyze the entire play, if longer, they need to just read the first 10 pages and use the worksheet to try to understand what the play is about – students can "do" the play (portion of the play) or create a visual lesson to be presented to entire class.

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Other materials you may want to use:

Sound bites of Zora Neale Hurston reading/singing

loc.gov

More Library Resources (left side column)

American Folklife Center

A-Z index

F

Florida Folklife from WPA collections

SEARCH THIS COLLECTION

Zora Neale Hurston **GO**

25 selections available to use as Anticipatory set, writing prompts, or can be used with the Library of Congress "Lyrical Legacy" [Thinking about songs analysis worksheet](#)

Other Sound bites

loc.gov

American Memory **GO**

More browse options

Sound recordings

Folk culture FLA

Children's songs, work songs, readings

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_____’s Bingo Board

<i>B</i>	<i>I</i>	N	G	O

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"Play Analysis Worksheet"

Name of your play:

Time period of the play:

Location of the play:

Mood of the play:

Who are the characters: (Name them and give a short explanation of who they are)

In your own words, give a short synopsis of the story line:

What are the human issues that are brought up in this play?

Why do you think the playwright wrote this play? What was his or her purpose? What message is the playwright trying to convey to the audience?