Symbolism Learning Contract

Activity Two: Important to Know and Do

Note:

The creator of this learning contract gives permission for the contents of the contract to be altered in any way that the user finds helpful. For example, one might require the completion of at least one essay.

Essential Question:

How is symbolism used in *Their Eyes Were Watching God*?

What do mules, pear trees and hurricanes represent in the novel?

Objectives:

Students will be able to identify symbols in *Their Eyes Were Watching God*.

Students will be able to support their knowledge of the symbols in *Their Eyes Were Watching God* with examples from the book.

Students will demonstrate their understanding of the representation of the symbols in *Their Eyes Were Watching God* by applying it outside of the novel.

North Carolina Standard Course of Study:

5:03 The learner will interpret and evaluate representative texts to deepen understanding of literature of the United States by demonstrating the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus, by providing textual evidence to support understanding of and reader’s response to text.

Materials:

- Learning Contracts
- Scissors
- Glue
- Art supplies
- Grading Rubric
Time Required

This activity is best used as an independent project or an anchor activity (an activity that students work on if there is 5-15 minutes of unused class time).

Procedures:

1. Students will read through all of the options for each of the three symbols.
2. Students will select and cut out one option for each of the symbols and paste their selections to the front page of their learning contract.
3. Both teacher and student will sign the contract as an agreement of student expectations.
4. Teachers will assign a due date.
5. Students will work on their projects outside of school or during spare time in the class.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Symbolism</strong> X 2*</td>
<td>Covers symbol in-depth with details and examples. Depth of understanding is excellent.</td>
<td>Includes essential knowledge about the symbol. Depth of understanding appears to be good.</td>
<td>Includes essential information about the symbol but lacks depth of understanding</td>
<td>Understanding of the symbol is minimal.</td>
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<tr>
<td><strong>Attractiveness</strong></td>
<td>Makes excellent use of font, color, graphics, effects, etc. to enhance the project. Work is meticulous and attractive.</td>
<td>Makes good use of font, color, graphics, effects, etc. to enhance to project. Work is neat attractive.</td>
<td>Makes use of font, color, graphics, effects, etc. but occasionally these distract from the project content. Work is somewhat sloppy.</td>
<td>Use of font, color, graphics, effects etc. but these often distract from the presentation content. Work is sloppy.</td>
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* Note: Symbolism should be worth twice as much as Attractiveness.