

SUMMER READING PROJECT
10th Grade

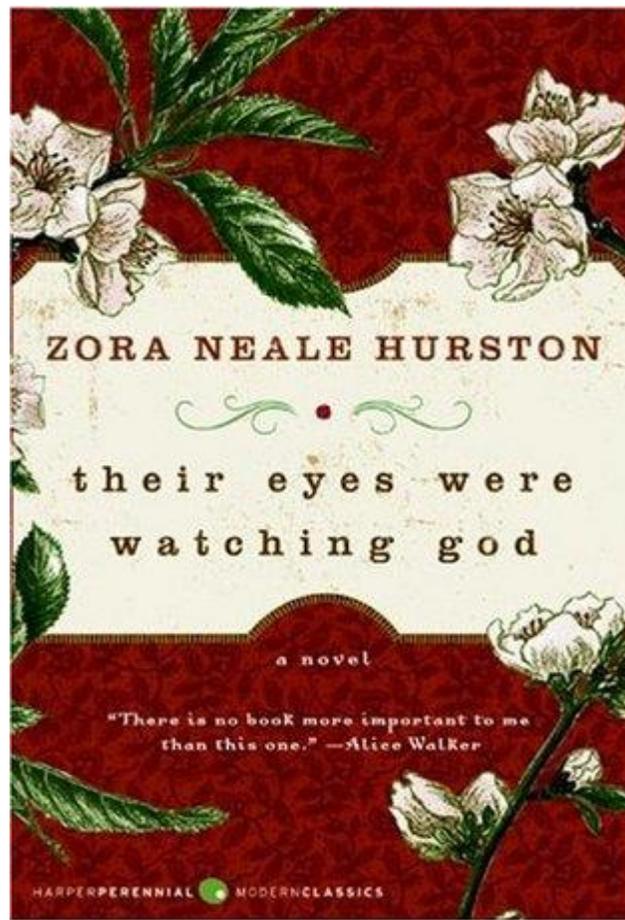
Readings: *Their Eyes Were Watching God* by Zora Neale Hurston

Night by Elie Wiesel,

plus selected non-fiction work

Project: Choose from one of the offerings found below, plus do the activity for the non-fiction work

This book will be used in cross curricular activities this year. It is imperative that you have your own copy that you can write in and highlight.



Their Eyes Were Watching God Project

Select **ONE** of the following projects to complete.

1. Review the novel and look for symbols or images that you think are important to the message of the work. Write an essay or create a visual display in which you demonstrate how the symbols and images are relevant to the novel.

2. Show the many facets of Janie's personality in a dramatic presentation or piece of visual art.

3. Adapt selections from Janie's story into a monologue—a speech that reveals one person's inner thoughts. Using Hurston's vernacular speech style. You are to memorize your monologue and present it to the class.

4. Create a pop-up timeline that shows the major events in Zora Neale Hurston's life. Be sure to incorporate the publishing dates of her major works. Include a brief note that explains how the events in her life shaped *Their Eyes Were Watching God*.

5. The characters in *Their Eyes Were Watching God* have different ideas about achieving and maintaining status in society. Create a visual display that shows how the following characters feel about social status.

- ◆ Janie
- ◆ Tea Cake
- ◆ Mrs Turner
- ◆ Nanny
- ◆ Logan Killicks
- ◆ Joe Starks
- ◆ Pheoby Watson
- ◆ (one of the characters from the porch)

6. Tea Cake played the blues on his guitar and the piano. Study the origins of the blues, and present your findings to the class. Then find a blues song that is representative of one of the themes in the novel. Play it for the class and explain the similarities between the book and the song. (Note: Only one person per class will be allowed to do this project.)

7. Write several diary entries through Janie's eyes. Study the novel for details and chronological order. Create any additional information you need.

8. Research the laws of segregation and the treatment of African-Americans during the Harlem Renaissance. Then design a multimedia project that relates Zora Neal Hurston and her works to this era. Include graphics, music, and references to the novel.

9. Research the Harlem Renaissance, and create a pictorial representation of the various characters. Consult sources such as anthologies of African-American history, as well as books on the Harlem Renaissance. Below each picture, cite the passages you referenced for details on the character. Create a visual display to present.

10. Pretend it is 1958, two years before Zora Neale Hurston's death. You're a writer for *Newsweek*, and you've been assigned to interview Hurston. Research and create an interview-style account of her life. Refer to other interviews for format ideas.

11. View a video based on a work by a more recent female African-American writer, such as Terry McMillan's *Waiting to Exhale*, Alice Walker's *The Color Purple*, or Maya Angelou's *I Know Why the Caged Bird Sings*. Write an essay in which you compare and contrast the following aspects of the story lines: characters, plots, themes, styles. Indicate which book you liked better and why

12. Write a chapter that focuses on Janie's future. You could continue it from the point at which *Their Eyes Were Watching God* ends or pick the story up several years later. Use Hurston's writing style. Keep some of the original characters, if you wish.

13. Create a booklet of original poems that revolve around themes or characters in the novel. Give a "reading" of your poetry to the class.

14. Create a timeline of the major events in *Their Eyes Were Watching God*. Illustrate this timeline and provide quotations from the novel. Also write a 1-2 sentence summary.

Night Project

Your second summer reading assignment is to read the novel, *Night* by Elie Wiesel. You will be graded for annotating the novel; you must supply at LEAST one annotation per page.

*To annotate is to make notes directly onto a text such as a book, a handout, or another type of publication.

While you are annotating you should **IDENTIFY** and **EXPLAIN** the author's purpose/ character for the excerpt. Some students make comments about what they are reading in the book during the first reading. Students should mark any particular passages of historical significance, questions they have, vocabulary that is new to them. Any ideas, connections, or annotations students can make concerning the book, will aid them in discussion.

You are to have the book with you on the first day of school annotated and completed.

When annotating please keep in mind that when identifying and explain, you are explaining the regarding for symbolism, cause and effect, conflict, turning point, theme, setting, culture , figurative language, and Elements of Literature.

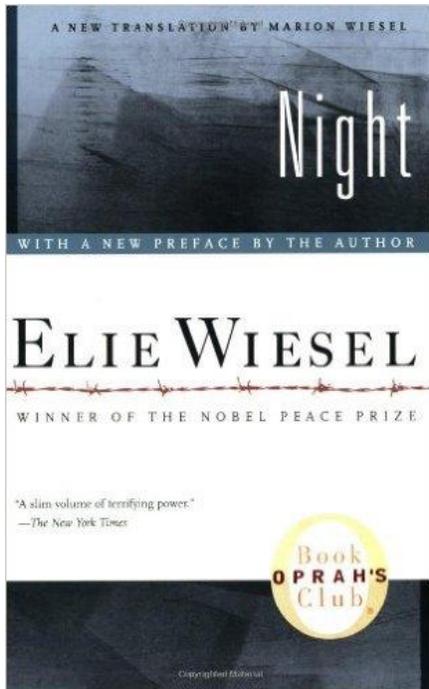
By annotating you can deliberately engage the author in conversation:

questions, maybe stopping to argue, pay a compliment, or clarify an important issue—much like having a teacher or storyteller with you in the room. If and when you come back to the book, that initial interchange is recorded for you, making an excellent and entirely personal study tool.-The College Board

Select **One** of the following projects to complete.

- 1.) Create a collage with poems/writings/pictures of the holocaust
- 2.) Write an entire front page for a newspaper based on the major events in the book. Try using Microsoft publisher and make this project
- 3.) Prepare an illustrated map or timeline with appropriate citations for each of the major events in the story

- 4.) Write a different ending to the story. It must be over 400 words (Spelling and Grammar will count)
- 5.) Draw a "comic strip" version of one of the major events in the story. You must include at least 5 panels with dialogue.
- 6.) Find out more about the author and make a poster describing some of his other books.



PROJECTS WILL BE DUE AT THE END OF THE SECOND WEEK OF CLASSES

Non Fiction Assignment

Look up the speech found at the url below:

<http://www.archives.gov/press/exhibits/dream-speech.pdf>

This is Martin Luther King's I Have a Dream Speech

Examine the word choices that Martin Luther King employs in his speech. Print out a copy and underline the verbs he uses. Next, put a box around all the descriptive words you can find and bring it to class with you by the end of the second week of school. We will be using this in class.

OTHER BOOKS THAT NEED TO BE PURCHASED FOR ENGLISH II THIS YEAR

Lord of the Flies by William Golding

The Joy Luck Club by Amy Tan

Fahrenheit 451 by Ray Bradbury

Questions? Concerns?

Contact Dr. Carroll

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