

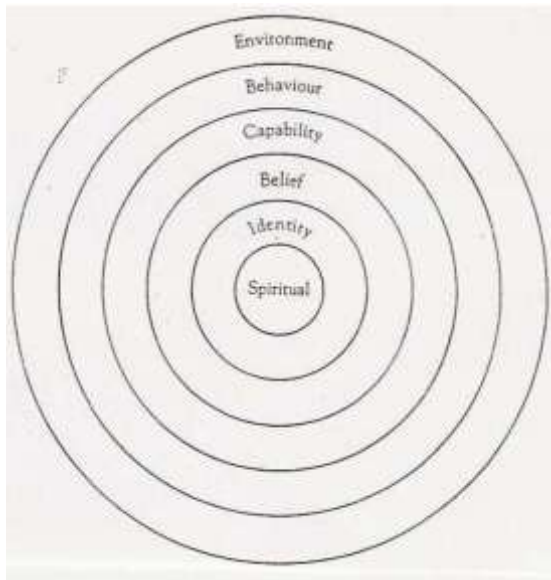
Civil Rights Reading Project

Read your novel by January 9th.

While reading take notes and collect information that will help you do the following tasks.

Character Profiles

Choose two interesting characters and fill in a detailed character profile for each one. Use extra sheets.



Understanding your characters better:

In what way does the information in the profiles explain the characters' actions?

Environment:

Where does your character live/work? What is this place like? How does it affect him/her? Who else is there? How do these other people influence him/her? How does your character get along with them?

Behavior:

What does your character do? List a few important or typical actions or activities of your character

Capability:

What is your character good at? What strategies does he/she use in the story? Does he/she use them openly and consciously? What skills does he/she have?

Beliefs:

What are your character's basic beliefs? Think of the various ideas that he/she thinks are true, and that your character uses as a basis of daily action. Beliefs can be both permissions and limitations. (e.g.: "I am strong! The positive forces will always win!" or "I am afraid of my stronger enemy, he will certainly kill me." or "I don't do this or that because I think it's wrong.")

Identity:

What are your character's core values and his/her mission in life? What does your character want to achieve?

Spiritual: (if relevant)

This is the deepest level of any character or person. Here we consider such metaphysical questions as "Why are we here? What is our purpose?" These questions are hardly ever asked or answered openly. Try to slip into your character's mind and answer these questions for him/her. What would he/she say?

Vocabulary

Collect 20 useful vocab-phrases in your language practice book. Look each of the new words up in COCA and find 2 useful sample sentences and a few collocations.

Use this format for all your entries in your LP book:

Word:	Color/Picture/Doodle
Sentence I found in my reading:	
Second example sentence from my dictionary:	
Useful collocations:	

Word:.....Color/Picture/Doodle

criticism

Sentence I found in my reading:¶
The government has received a lot of criticism for increasing taxes.

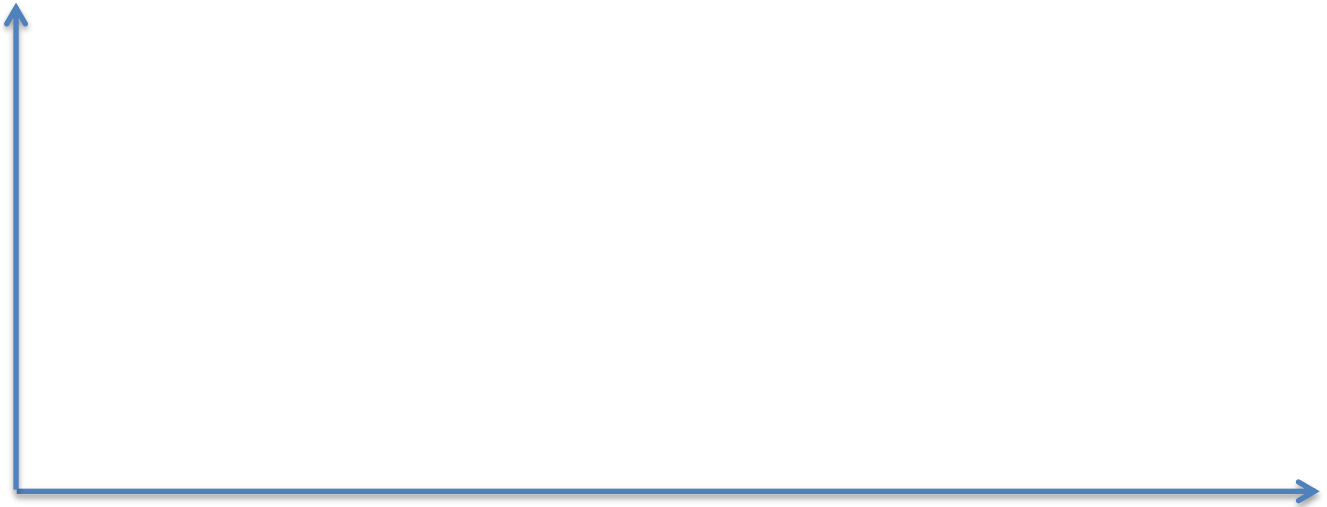
Second example sentence from my dictionary:¶
Scientists have raised strong criticisms of creationist ideas.

Useful collocations¶

<i>receive criticism</i>	<i>heavy criticism</i>
<i>express criticism</i>	<i>constructive criticism</i>
<i>provoke criticism</i>	<i>severe criticism</i>
<i>resound for criticism</i>	<i>fierce criticism</i>

Plot diagram

Draw a diagram of the ups and downs in your main character's life. Label important points in your diagram.



Racist Behavior

Collect all instances of racist behavior in your novel. Choose three of them and write a short note to the perpetrators telling them your opinion on their behavior. Write about 100 words for each one. Type your three paragraphs and upload the whole task on Moodle.

For example: Dear xxx, I have noticed how meanly you treaded yyy when ... I am really appalled by your behavior and...

Examples of racist behavior in my novel: (just a few keywords to remind you of the situation) **page nr.**

References to historical events or to Jim Crow Laws (if applicable to your novel)

Events in the novel

Historical reference

Page ref.

Discussion topics:

Discuss the following issues in your group. Take a few notes, keywords are fine.

Put yourself in someone else's shoes

The characters in your book have had to make many decisions. Do you agree with all of them?



Find a few examples of
A: Decisions you agree with.
B: Things you would have done differently.

Highs and Lows

For the characters in your book life is a bit like an emotional roller-coaster. At some points they are really happy, at other points they are really sad, depressed and humiliated.



Find a few highs and lows in the story and read out the relevant passages to each other. Don't forget to take a few notes (just keywords and page numbers) in your project booklet.

Places

The author of your book has described several important places with so much detail that you can see, hear, smell and feel what the place is like.



Choose one or two places in your novel that are described in such detail and read out the passages to each other.

Make a sketch of a place and label your drawing using some of the new expressions that you have found in your book.

Cliff-hangers

Cliff-hangers or page-turners are an author's way to keep you hooked to the book and make you think, *I've just got to read on.*



Find two or three cliff-hangers in your book and explain why you felt you had to read on.

Writing

Choose **one** of the following tasks and write a well-planned text of about 350 words. In your reading group each of you should do a different task.

Put your text on Moodle in order to get some feedback. Then revise your text carefully and upload a final version.

Be a Friend

When you are faced with a problem, it often helps to get some good advice and tips from a friend. Go through your novel and choose a moment where your main character is in trouble or sad and needs some help from a friend. Write him/her a letter giving encouragement and advice in this difficult situation.



Diary

Choose an interesting point in your novel (a high point or a low point) and slip into your character's mind. Write a diary entry for that day.

In your diary reflect upon the events that have happened, your feelings about them and possible solutions or consequences in the future.



Newspaper article

Choose an event in your novel that would make it into a local newspaper.

Write a well-structured article informing your reader about the event.

Tip: Don't forget to find a catchy title, a lead (intro sentence that will capture the readers' interest and tell them what to expect). Answer the 5 Ws: Who? What? When? Where? Why?. Remember: use formal language in your article.



Novel Museums

For the Novel Museum imagine that the characters in your book were REAL. Our town wants to make their stories public and has, therefore, dedicated a room in the museum to these people and their stories. There they show real artefacts from your characters' lives. These objects are presented nicely in showcases and on tables around the room. Each of the objects has a label explaining the importance of the item, where it is from and what role it played.



people.
whole

In your museum display you might show some of the following things:

Maps, short newspaper articles about what happened to your characters, diary pages, letters, objects they used during their adventures, photos, clothes they were wearing, favorite items of your characters..... or any other things that played an important role.

What do these books have in common?

During the presentations find out what all the books have in common. Take notes on a separate sheet. Then decide on a number of categories that you want to use in your comparison. (e.g. A main character feels offended or humiliated.)



Complete the following table and show how the novels in this project are alike and different. Mark an X in the spaces under each title if the idea or category is treated in this book.

Books:	Roll of Thunder, Hear my Cry	The Secret Life of Bees	Durango Street	Monster	Noughts and Crosses	Spite Fences	The Color Purple
a main character feels offended or humiliated due to his/her racial or social background							