

**Using Zora's Example:  
Writing About Our Lives**

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**Introduction**

Zora Neale Hurston's novels and short stories are an example of writing motivated by true life experiences. This unit will focus on the study of Ms. Hurston's life and how her personal experiences influenced the development of one of her most prized novels, *Their Eyes Were Watching God*.<sup>1</sup> The goal of the unit will be to use brain based strategies, within an inclusive philosophy to increase the student's knowledge of Ms. Hurston's life and how elements of it emerge in her novel. The student's will be able to use this information to better understand, in Ms. Hurston's case, the link between personal experience and creative expression. As a culminating project, students will develop a literary work based on their own or a family member's life experiences.

**Demographics**

Winding Springs Elementary School is a suburban school serving PreK-5 students. The school is considered a "neighborhood" school and is in the large Charlotte-Mecklenburg School system. Winding Springs has an enrollment of 826 students in the 2012-2013 school year. Demographics of the school indicate our population is approximately 49% African American, 25% Hispanic, 10% White, 12% Multi-Racial, and 3% Asian. Winding Springs Elementary places an emphasis on promoting leadership, global awareness and service to the community. This is accomplished by the implementation of Steven Covey's "The 7 Habits of Happy Kids", a school leadership team, an annual International Festival (with global themed performances, food and experiences), International Project Fair, and multiple service projects including raising awareness of Autism and money for Autism Speaks, raising money for children's cancer charities, and an annual food drive to supply local food banks.

Of the total number of students, 70 are identified as having Exceptional Needs and 138 are identified as English being their second language. In the Exceptional Needs category, various disabilities are represented including: Specific Learning Disabilities, Autism, Attention Deficit Hyperactivity Disorder, Physical Impairment, Mild and Moderate Intellectual Disability, and Speech Impairment. The students receive Special

Education services through regular, resource and separate level of service. Winding Springs participates in an Inclusive philosophy, but bases student placement on individual needs.

Each Special Need's Student has an Individualized Education Plan (IEP) developed by the Exceptional Needs Teacher, Regular Classroom Teacher, the child's family, and other specialists as needed. The specific students targeted for this curriculum unit have a variety of goals identified in their IEP. In reading, the goals focus on comprehension, fluency, and basic reading skills. Examples of these goals include: demonstrate understanding of main idea, comparing and contrasting, making inferences, sequencing items from a story, reading multi-syllable words, use of context clues, developing new vocabulary skills, and reading with fluency. In writing, goals focus on developing paragraphs, writing complex sentences, use of adjectives and adverbs, and editing written work.

Along with afore mentioned academic goals, many students have behavioral goals as well. Examples of these may include: demonstrating on task behavior, completing assignments, following school and classroom rules, and working cooperatively with another individual or group. The entire school follows a "Positive Behavior Intervention Support" model. In this model, routines and procedures are taught explicitly at the beginning of each school year and reviewed throughout the year as needed. Students are rewarded for positive behavior through weekly school wide announcements and quarterly school wide celebrations. The same model is used with students who have special needs, however, at times additional support is needed for these students. For students who need this additional or more individualized support, a Functional Behavior Analysis is conducted and using this data, a behavior support plan is developed. These plans are implemented across settings, analyzed regularly for their effectiveness, and adjusted as needed.

## **Objectives**

### The Purpose

This unit is designed to increase the reading and writing skills of students with exceptional needs. I hope to motivate the students to read more complex literature and realize that by using various strategies, they can understand more than they initially realize. Using brain based activities will hopefully assist the students in gaining new knowledge, retaining the knowledge, and transferring the knowledge to their own writing. I want the students to feel confidence in their reading and writing abilities and learn to love classic literature that they would not normally choose to read.

### Unit Objectives

This curriculum unit will target multiple literacy and writing goals. The first lesson will be broken into several parts. In the first lesson, the students will focus on quoting from the text and drawing inferences about what they have read. Another student goal will be to understand the figurative language used in the text. To teach these goals I plan to use passages from *Their Eyes Are Watching God*, by Zora Neale Hurston. We will explore her use of language and decipher meaning based on context. Students will be asked to draw conclusions about setting and characters.

The third goal of the unit is for the students to identify the theme of the story. They will focus on how the characters respond to problems they encounter. We will also discuss how the author's language relates to the topic. Students will watch the film, *Their Eyes Were Watching God*. I will stop the film at different points and we will read passages from the book that coincide with the film. Students will be asked to summarize each passage and discuss the theme as it develops throughout the film.

The fourth goal is for students to explore how the characters, setting and events are alike and how they are different. Students will be asked to develop a Venn diagram to compare and contrast two male characters from the novel. This objective will be accomplished through the use of a variety of graphic organizers.

The second lesson will focus on the use of the text *Dust Tracks on a Road*<sup>2</sup> and the use of the documentary *Jump at de Sun*. In this lesson, students will learn about Zora Neale Hurston's life and begin to make connections between her life and the novel, *Their Eyes Were Watching God*. The student's goal will be to understand how the author's point of view influences how events are described. This will be accomplished by the students working cooperatively to complete a web quest for information about Ms. Hurston, completing graphic organizers and using a reflective journal.

The final lesson will focus on the students writing narratives. The students will use what they have learned from Ms. Hurston's example to develop a narrative piece. Their writing will be influenced by events from their own lives or a family member's experiences. Students will conduct interviews, make visual pieces that reflect their experiences or that which they have learned from their families. This information will then be developed in to a narrative piece of written expression that includes a clear story with descriptive details and sequence.

#### Background Knowledge/ Setting Details

Students in the targeted class are 5<sup>th</sup> graders and are in an inclusive classroom. Inclusion is a philosophy in educating children. With this approach, children with special needs are educated in the same setting/ classroom as typically developing students. Research indicates that there are benefits to Inclusion for students with and without disabilities.

Some of these benefits for students with disabilities are: Increased opportunities for friendship and social interactions, more access to the general curriculum, increased progress on Individualized Education Program (IEP) goals, peer models, and increased academic acquisition and generalization. Benefits for students without disabilities include: Increased friendships, preparation for adulthood in an inclusive society, appreciation and acceptance of diversity, greater academic success, and opportunities for practice by participating in peer tutoring.<sup>3</sup>

The targeted students for this curriculum unit are also in a single gender (male) classroom. Research supports single gender classrooms as noted on the National Education Association website, “Studies suggest that when boys are in single-gender classrooms, they are more successful in school and more likely to pursue a wide range of interests and activities.”<sup>4</sup> The research compares students in single sex classrooms to those in co-ed classrooms. One study indicated of students exposed to the same curriculum in a single school, those in single sex classrooms did considerably better of standardized tests than those in co-ed classrooms<sup>5</sup>. The study indicated that students with disabilities in single sex classrooms did better as well. When teaching this class, we use strategies that focus on active and collaborative learning. We also use many activities that involve student movement and hands on activities. All of these methods have been proven effective, especially when working with male students.

## **Strategies**

For this unit, I will be focusing on the use of brain based activities. When working with students, with and without disabilities, it is important to understand how the brain functions and how to best stimulate the brain to promote initial learning, retention and recall. The physiological aspects of the brain are key in determining how to present information so that it can be retained and recalled at a later date. This is especially true for students with disabilities, as they have not always been successful in the general education classroom or have not responded to typical instruction in the same ways as their non-disabled peers. Multiple specific strategies will be used in this curriculum unit that focus on how to stimulate different areas of the brain and how to individualize instruction in order to meet the needs of all learners.

## **Learning Styles**

Before planning instruction, it is imperative that individual learning styles be taken into consideration. Learning styles take into consideration how a student best receives, processes, and expresses information. There are three main learning styles: auditory, visual and tactile-kinesthetic. Each of these styles is stimulated by a different part of the brain.

There are multiple ways to determine learning styles, but one of the most popular is through a learning styles questionnaire. There are questionnaires for receptive, processing, and expressive learning styles. Once these are scored, planning for a unit of study can begin. Activities should focus on multiple intelligences and keep in mind that each student will learn differently. A variety of methods can be employed to support each different learning style. The teacher can also do activities that help develop the learning styles that may not be the strength of the student. Each lesson should try to incorporate auditory, visual and kinesthetic opportunities for the students.

In planning this curriculum unit, all students were given specific learning styles inventories. The focus students were primarily visual or kinesthetic learners. The activities for the unit were based upon this information, with auditory processing activities included as well. Some of the activities in the unit include: use of graphic organizers (visual), documentary/ video (auditory, visual), making of a collage (visual, kinesthetic), development of time lines (visual/ kinesthetic), response journal (visual), and web quest activities (visual, kinesthetic).

### Left vs. Right Brain

The brain is divided into two halves that are called the left hemisphere and right hemisphere. Each half functions differently and controls different aspects of our movement and thinking. It is important for me as a teacher to know which half of my brain I use in processing information most effectively. I tend to be more left brain dominate, as I like sequence and order, I'm very aware of details, I specialize in words and logic, and I have respect for rules and deadlines. Students or teachers who have more strengths in the right half of their brain are specialist in understanding/ seeing the "whole picture", they more readily form mental images, benefit from more arts and music type activities, and are very good at relationships. To determine brain preference, different types of scales can be used. The results of these scales help a teacher to determine how to plan lessons that will reach all students.

In planning this curriculum unit, I gave rating scales to my students to determine their brain preference. The majority of my students tend to be right brain dominate, which can be challenging for me as a teacher, as I tend to be left brain dominate. Therefore, activities were developed that focused on both parts of the brain. These included: cooperative learning opportunities (right brain), web quests (left brain), art activities (right brain), sequencing (left brain), response journals (right or left brain), etc.

### The Arts and Movement

Another brain based activity highlighted in this curriculum unit is the use of the arts. The arts, such as dance, drama, music and visual arts stimulate different parts of the brain

and will assist students to process information and retain the knowledge. The arts help students to make connections to things they have read and give a way for the students to express what they have learned. The arts have been shown to develop cognitive growth in children.<sup>6</sup> They also influence different learning styles and have been noted to improve student self-concept.

Brain based movement activities help to stimulate the brain to work at its fullest. “Active learning involves putting students at the center of instruction and giving them the opportunities to solve, explore, experiment, try, create, and invent”.<sup>7</sup> When student actually move and interact with a subject, they are more likely to retain new instruction.

In this curriculum unit, various activities were designed to support the arts and also movement to engage the student to the fullest. These include: collage (arts), brain based activities, that include movement, at the beginning of each lesson (to engage the brain), and role play (drama). These activities are intended to stimulate and engage students, as well as, assist them in expressing their viewpoints and retaining knowledge.

### Thinking Skills

Thinking skills vary from student to student. As teachers we often focus on lower level thinking skills, but challenge ourselves to put emphasis on higher order thinking. Students develop basic processes in thinking, but this curriculum unit will challenge students to develop domain specific knowledge, critical thinking, and creative thinking skills.

Throughout the curriculum unit, students will be asked to use their Response Journals to answer critical questions about Ms. Hurston’s life and the novel *Their Eyes Were Watching God*. They will also be asked to recall specific facts and details from Ms. Hurston’s life and then compare and contrast these details to her novel. The students will also be asked to create their own piece of writing about their own lives that will involve creative thinking skills. They will be challenged to understand the complexity of the novel, rather than focus on the difficulty of it. This will hopefully be motivating in their choice of future novels to read.

### Memory/ Retention

Understanding how the brain remembers and recalls information is important in planning lessons for our students. Acquiring new knowledge does not necessarily mean that the knowledge is stored in memory. Employing brain based activities that promote storage of new knowledge is imperative in assisting the student to maintain the knowledge and be able to recall it as needed.

Several strategies that promote memory and retention are incorporated into this curriculum unit. One strategy is presenting new information first as students retain what is presented first more often. Students are asked to paraphrase information from text. They do this by restating what has been learned in their own words and this helps it to become more permanent. I will be presenting information in chunks so that the brain sees the items as a single item. Lessons will be planned for 20 minute segments or less to increase time for new information to be processed. Students will also be given increased wait time to promote student participation.

### Transferring of Information

Transferring of information is the ability to learn in one situation and use that information by generalizing it in another situation. Teachers are responsible for assisting students in being able to transfer information. There are multiple ways that teachers can help students to be able to use new information in other situations. One such way in this curriculum unit is through using our knowledge of Ms. Hurston and how she transferred her own experience to her writing. In the unit, students will be asked to do the same thing in a narrative that they will develop. Students will be asked to conduct an interview of a family member or write about their own experiences.

To encourage transfer of knowledge and skills, students will be encouraged to make connections to their own lives. They will also use graphic organizers to organize new knowledge and give a visual representation of what they have learned. Students will also record their opinions of new knowledge in their response journals. All of these activities are designed to promote the transfer of new knowledge to memory so that it can be recalled and used again.

Overall, the use of brain based activities will promote the acquisition, retention and recall of new information presented in this curriculum unit. At the end of the unit, students will be able to make connections to prior learning and their own experiences. They will demonstrate this knowledge through various written products, artistic representations, and oral presentations.

### **Classroom Activities**

#### **Lesson #1: Their Eyes Were Watching God**

Session Length: 4 days

### *Overview:*

Students will explore Zora Neale Hurston's use of language and decipher meaning based on context and background knowledge. Students will be asked to draw conclusions about setting and characters. They will also be asked to make reasonable inferences about what they have read.

### Student Objectives:

Students will quote from text.

Students will draw inferences from text.

Students will evaluate use of figurative language.

Students will identify theme of story.

Students will summarize text.

Students will compare and contrast two or more characters, settings or events.

### Materials

- *Their Eyes Were Watching God* – DVD<sup>8</sup>
- Copies of excerpts from the novel, *Their Eyes Were Watching God*
- Graphic organizer (three topic) (see Appendix 1)
- Graphic organizer for unknown vocabulary (see Appendix 2)
- Sticky Notes
- Response Journal

### Background for Teachers

Teachers should read the novel, *Their Eyes Were Watching God* and watch the DVD prior to presenting this activity. This is especially important as not all parts of the DVD are appropriate for student viewing. Special consideration should be given to highlighted passages and the figurative language used within these passages. The teacher should have a working knowledge of each student's learning styles and current reading levels including, fluency, phonetic awareness, vocabulary knowledge and comprehension skills.

### Student Prior Knowledge

Students need to have had experience reading independently. They should also have some experience with Venn Diagrams and other graphic organizers. The students should have had opportunities to use summarizing techniques using sticky notes while reading. A prior lesson on figurative language would be beneficial to the students.

### *Instructional Procedures*



1. The teacher will give a summary of the novel, *Their Eyes Were Watching God*, orally to the students. The teacher should use expression when storytelling and give students a chance to ask questions.
2. Students will watch several DVD clips and read corresponding passages from the novel including:
  - a. Nanny tells Janie to get married (Clip – 10:15, Novel pg. 21)
  - b. Janie meets Joe (Clip – 16:15, Novel pg. 27)
  - c. Arriving in Eatonville (Clip – 21:00, Novel pg. 34)
  - d. Joe’s Funeral (Clip – 50:00, Novel pg. 88)
  - e. Janie meets Tea Cake (Clip – 54:40, Novel pg. 97)
  - f. Janie and Tea Cake arrive in the Everglades (Clip 1:24:00, Novel pg. 129)
  - g. The Hurricane (Clip 1:26:45, Novel pg. 162)
  - h. Back to Eatonville (Clip 1:48:00, Novel pg. 192)
3. Students will be asked to summarize passages from the novel on sticky notes while working with a partner. As a group, we will explore the figurative language in the passage and use context clues to determine the meaning of unknown vocabulary. The vocabulary will be recorded on a graphic organizer. When details are not stated in literal terms, the students will be asked to make a reasonable inference about the passage.
4. At the completion of the DVD clips and passages, the teacher will discuss the setting and characters. The students will complete a three part graphic organizer to compare/ contrast the three male characters in the story. Students will be expected to quote from the text when completing this activity.

### Extensions

Students may act out parts of the story with a partner or with the group. Students can also draw pictures of the various settings in the book and assign captions and assign a timeline that goes along with the book to the pictures. Students who are struggling may focus on only one or two passages and write simple summaries.

### Assessment Plan

Students will be assessed on the completion of the graphic organizer for vocabulary, the graphic organizer used to compare and contrast characters and the passage summaries (from the sticky notes). These assessments will indicate if the students gained new vocabulary knowledge, were able to summarize passages, could compare/ contrast aspects of the novel and were able to draw inferences from the passages. The unit rubric will be used to record each aspect of the assessment (see Appendix 3).

### **Lesson #2**

Session Length: 3 days

## Overview

Students will be able to make connections between a novel and the author's experiences. Students will study about the life of Zora Neale Hurston and compare her personal experiences to experiences about which she wrote in *Their Eyes Were Watching God*.

## Student Objectives:

Students will demonstrate understanding of how the author's point of view influenced text.

## Materials

- Excerpts from Zora Neale Hurston's autobiography, *Dust Tracks on a Road*
- Documentary, *Jump At The Sun*<sup>9</sup>
- Computer Lab, web quest cloze activity (see Appendix 4)
- Index cards, string
- Graphic organizers (compare/contrast) (see Appendix 5)

## Background for Teachers

Teachers should read the autobiography, *Dust Tracks on a Road* and watch the documentary, *Jump At The Sun*. The teacher should be familiar with the history of the Great Migration and Harlem Renaissance.

## Student Prior Knowledge

Students should know how to take notes using a graphic organizer and how to use graphic organizers to compare/ contrast two or more subjects. The students should also have knowledge of computer navigation and search tools.

## Instructional Procedures

1. The students will watch the documentary, *Jump At The Sun* and keep notes about events that happened throughout Zora Neale Hurston's life.
2. Students will complete a web quest activity in order to fill in a timeline for Ms. Hurston's life.
3. Students should create a time line (with index cards affixed to string) to chronicle Hurston's life.

4. The teacher and students will examine excerpts from Ms. Hurston's autobiography, *Dust Tracks On a Road* and align these pieces of Ms. Hurston's life to events in the novel *Their Eyes Were Watching God*. Excerpts include:
  - Chapter 1 (the first 4 paragraphs) – Description of Eatonville
  - Chapter 10 (pg. 230) – Description of the Bahamas (compared to description of the Everglades)
  - Chapter 10 (pg. 233) – Hurricane of 1929
  - Chapter 14 (pg. 297) – Meeting PMP (compared to Janie meeting Tea Cake)
  - Chapter 16 (pg. 335) – Reviewing life so far (compared to Janie returning to Eatonville)
5. Students should compare and contrast Ms. Hurston's life and her novel *Their Eyes Were Watching God*. This activity is designed to assist students in understanding Ms. Hurston's point of view and how this influenced her writing.

#### Extensions

Students can create a written report on Ms. Hurston's life. Students can also create a visual representation of her life.

#### Assessment Plan

Students will be assessed on the completion of the web quest, the time line, and the graphic organizer used to compare and contrast Ms. Hurston's life to her novel. These assessments will indicate if the students were able to navigate search engines to complete the web quest and then take that knowledge to create a time line. The graphic organizer that compares and contrasts Ms. Hurston's life to her novel will assess the student's ability to synthesize their knowledge from the autobiography and find comparisons to her novel. The unit rubric will be used to record each aspect of the assessment.

#### **Lesson #3**

Session Length: 3 days

#### Overview

The students will use what they have learned from Ms. Hurston's example to develop a narrative piece. Their writing will be influenced by events from their own lives or a family member's experiences.

#### Student Objectives

Students will write a narrative using their own experiences.

#### Materials

Self-interview or with family member (see Appendix 6)

Magazines

Poster board

Glue

#### Background for Teachers

Teachers should have knowledge of the student's writing experience and guide them in planning their writing pieces.

#### Students Prior Knowledge

Students should have knowledge of various planning strategies for writing. They should also know techniques for editing and revising their writing.

#### Instructional Procedures

1. Students should complete a self-interview or complete the interview with a member of their family.
2. Teachers will guide students in creating a collage that represents their lives (or that of a family member)
3. Teachers will guide students in planning their writing. Students should use aspects from their own lives (or that of a family member) in developing the theme of their stories.
4. As a culminating project, students will develop a literary work based on their own or a family member's life experiences.

#### Extensions

An extension activity could include hosting an Author's Tea in which the students share their writing with their family. Students could also critique each other's projects and give constructive feedback so that the student can add to the story.

#### Assessment Plan

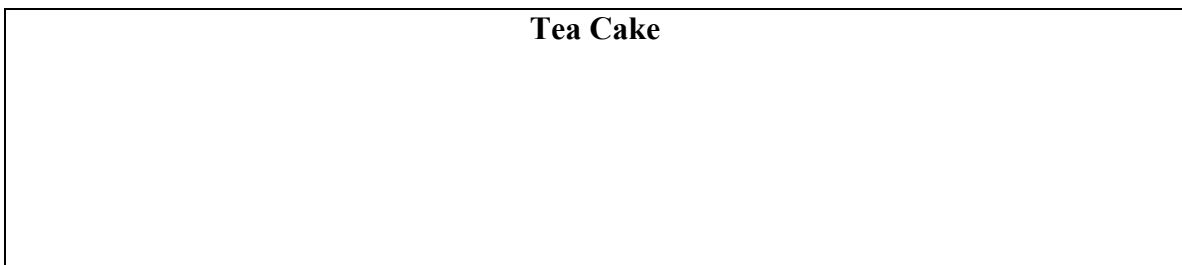
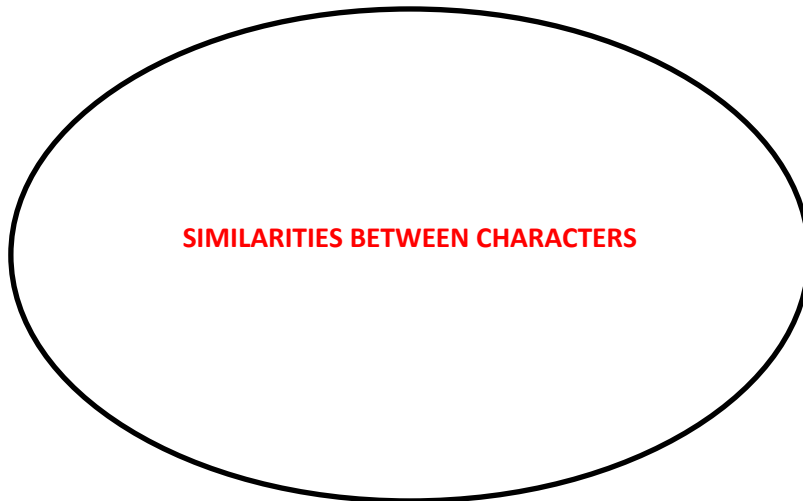
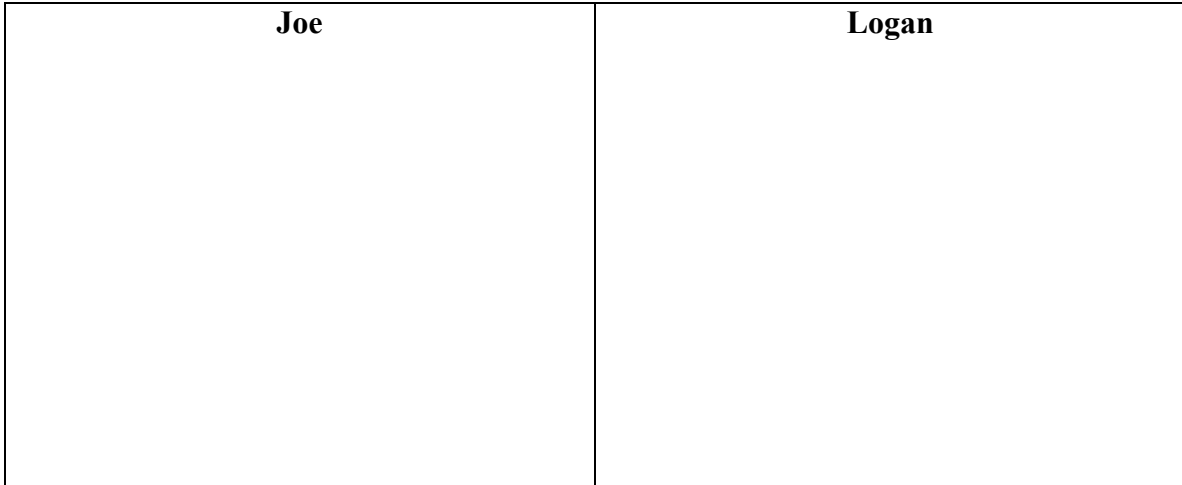
Students will be assessed on their culminating project using the writing piece of the rubric. Students will be assessed for creativity, incorporating real life experiences, and writing mechanics (such as grammar, spelling, punctuation, and capitalization).

Appendix 1: Vocabulary Graphic Organizer

New Word	Definition
Synonym	Antonym
Draw a picture of the word	Use the word in a sentence

Appendix 2: Venn Diagram (3 ring)

\*\* Compare/ contrast the three male characters from *Their Eyes Were Watching God*



Appendix 3: Grading Rubric

	<b>1</b>	<b>2</b>	<b>3</b>
<b>Graphic Organizer for Vocabulary</b>	Student omits or does not correctly complete more than one section of graphic organizer.	Student omits at least one section of the graphic organizer or does not complete correctly.	Student completes the graphic organizer completely (all boxes filled)
<b>Graphic Organizer to Compare/ Contrast</b>	Student does not display understanding of similarities or differences between each subject.	Student displays an understanding of <u>either</u> the similarities or differences between each subject.	Student displays an understanding of the similarities and differences between each subject.
<b>Passage Summaries</b>	Student does not include facts or inferences from passage.	Student includes at least one fact or inference from passage.	Students includes multiple facts or inferences from passage and quotes from text.
<b>Webquest</b>	Students complete less than 80% of webquest correctly.	Students complete 80% of webquest correctly.	Student completes all aspects of webquest correctly.
<b>Graphic Organizer to Compare/ Contrast</b>	Student does not display understanding of similarities or differences between each subject.	Student displays an understanding of <u>either</u> the similarities or differences between each subject.	Student displays an understanding of the similarities and differences between each subject.
<b>Time Line</b>	Students include less than 5 items in time line or items are not in correct order.	Students include 6-9 items in time line in correct order.	Students include at least 10 items in time line in correct order.
<b>Writing Content</b>	Students are not creative in their writing and do not draw from experiences to create a narrative.	Students are creative <u>or</u> draw from experiences to create a narrative.	Students are creative and draw from experiences to create a narrative.
<b>Writing Conventions</b>	Students use less than 80% correct spelling, punctuation, and capitalization in their writing.	Students use 80% correct spelling, punctuation, and capitalization in their writing.	Students use correct spelling, punctuation and capitalization in their writing.

Total Score: \_\_\_\_\_

Appendix 4: Webquest

Website: [www.zoranealehurston.com/about/](http://www.zoranealehurston.com/about/)

1. Zora Neale Hurston was born on \_\_\_\_\_ in Notasulga,  
\_\_\_\_\_.
2. Zora moved to \_\_\_\_\_ when she was a toddler.
3. In Eatonville, Zora could see evidence of \_\_\_\_\_ all  
around her.
4. Who urged Zora to “Jump at de sun”? \_\_\_\_\_
5. Name some of Zora’s friends from the Harlem Renaissance.  
\_\_\_\_\_
6. Hurston graduated from \_\_\_\_\_ College in 1928.
7. In \_\_\_\_\_, she published her prized novel, *Their Eyes Were Watching  
God*.
8. Hurston died at the age of \_\_\_\_\_.
9. Her headstone reads: \_\_\_\_\_:  
\_\_\_\_\_.



Appendix 5: Graphic Organizer

**Zora Neale Hurston's Life**

**SIMILARITIES**

*Their Eyes Were Watching God*

## Appendix 6: Interview

1. Where were you born?
2. Tell me about your immediate family.
3. Tell me about the town you live in or grew up in.
4. What is your best memory?
5. What is your worst memory?
6. What person has influenced your life the most and why?

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Notes

<sup>1</sup> Zora Neale Hurston, *Their Eyes Were Watching God*, (New York, J.B. Lippincott, Inc, 1937).

<sup>2</sup> Zora Neale Hurston, *Dust Tracks On a Road*, (Thorndike, G.K. Hall & Co., 1942)

<sup>3</sup> What is Inclusion?, accessed August 31, 2012, <http://www.kidstogether.org/inclusion.htm>

<sup>4</sup> Research Spotlight on Single Gender Education, accessed September 15, 2012, <http://www.nea.org/tools/17061.htm>.

<sup>5</sup> Single Sex vs. Co-ed: The Evidence, accessed September 1, 2012, <http://www.singlesexschools.org/evidence.html>.

<sup>6</sup> David A. Sousa, *How the Brain Learns* (California: Corwin Press, 2006), p.213.

<sup>7</sup> Alice Udvari-Solner and Paula Kluth, *Joyful Learning: Active and Collaborative Learning in Inclusive Classrooms*, (California: Corwin Press, 2008), p. xx.

<sup>8</sup> Parks, Suzan-Lori, Misan Sagan, Bobby Smith, Jr. *Their Eyes Were Watching God*, DVD. Directed by Darnell Martin. Burbank: Buena Vista Home Entertainment, 2005.

<sup>9</sup> Anderson, Kristy. *Jump At The Sun*, DVD. Directed by Sam Pollard. Treasure Island: Bay Bottom News, 2008.

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## Bibliography for Teachers

Alice Udvari-Solner and Paula Kluth, *Joyful Learning: Active and Collaborative Learning in Inclusive Classrooms*, (California: Corwin Press, 2008), p. xx.

This book includes an extensive set of activities to use that include active and collaborative learning.

David A. Sousa, *How the Brain Learns* (California: Corwin Press, 2006), p.213

This book explores all aspects of how the brain functions and types of activities that promote activation of all areas of the brain.

J. Diane Connell, *Brain-Based Strategies to Reach Every Learner*, (New York, Scholastic Inc., 2005).

This book defines many brain based strategies that are useful to teachers. It includes multiple questionnaires for teachers and students to determine which strategies to employ.

Marcia L. Tate, *Worksheets Don't Grow Dendrites*, (Thousand Oaks, Corwin Press, 2010).

This book includes many strategies that incorporate brain based activities into instruction.

Valerie Boyd, *Wrapped in Rainbows*, (New York, Scribner, 2003).

This biography chronicles the life of Zora Neale Hurston. This would be good background knowledge for teachers before teaching the unit.

About Zora Neale Hurston, accessed October 29, 2012,  
[www.zoranealehurston.com/about/](http://www.zoranealehurston.com/about/)

This website has a very brief summary of Ms. Hurston's life. This website would provide teachers with good background knowledge before teaching the unit.

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## Reading List for Students

About Zora Neale Hurston, accessed October 29, 2012,  
[www.zoranealehurston.com/about/](http://www.zoranealehurston.com/about/)

This website has a very brief summary of Ms. Hurston's life. This website would provide students with good background knowledge.

A.P. Porter, *Jump at de Sun*, (Minneapolis, Carolrhoda Books, Inc., 1992).

This book is a written form of the documentary, *Jump at the Sun*. It is written in a simple format with photos that would interest children.

Jim Haskins, Eleanora E. Tate, Clinton Cox, Brenda Wilkinson, *Black Stars of the Harlem Renaissance*, (St Louis, Turtleback Books, 2002).

This book is designed for kids and gives more information about the Harlem Renaissance.

Zora Neale Hurston, *Their Eyes Were Watching God*, (New York, J.B. Lippincott, Inc, 1937).

This novel could be read by older students or students at a higher reading level. Excerpts are appropriate for any student under teacher guidance.

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## List of Materials for Classroom

A.P. Porter, *Jump at de Sun*, (Minneapolis, Carolrhoda Books, Inc., 1992).

This book is a written form of the documentary, *Jump at the Sun*. It is written in a simple format with photos that would interest children.

Eloise Greenfield, *The Great Migration: Journey to the North*, (New York, Amistad, 2010).

This book of poetry reflects the ups and downs within the Great Migration.

Langston Hughes, *Poetry for Young People Langston Hughes*, (New York, Sterling Publishing Co., Inc, 2006)

This collection of Langston Hughes poems are appropriate for children and reflect themes from the Harlem Renaissance.

Jim Haskins, Eleanora E. Tate, Clinton Cox, Brenda Wilkinson, *Black Stars of the Harlem Renaissance*, (St Louis, Turtleback Books, 2002).

This book is designed for kids and gives more information about the Harlem Renaissance.