

# Roll of Thunder, Hear My Cry

## 4<sup>th</sup> Quarter Project

Option Selected: \_\_\_\_\_

Partners or Team Member Names: \_\_\_\_\_

\_\_\_\_\_

Group Name: \_\_\_\_\_

Date Due: \_\_\_\_\_

(Date Due Negotiated with Mrs. Love)

**Please return this completed *Option Form* by May 13<sup>th</sup> to**

**Mrs. Love**

**You will need to pick one of the below Project Options.** Project descriptions and a Rubric are provided.

1. **Alternative Book Ending** - The contents of your book will include a timeline from Roll of Thunder. The timeline must have at least 20 events. Then type a 7 page, font size 12, Alternate Ending to this novel. You must select at least 4 characters to focus on. Your ending must be realistic for the historical setting of the book. Please include 5 figurative language devices and use at least 5 vocabulary words from the book. You must highlight the figurative language and vocabulary words. Up to 5 students (no less than 2) can work on this option. **Also attached a sheet that identifies figurative language used with the associated examples from your Chapter Ending.**

**Rubric** - What you will be graded on. Up to 5 people can work on this but no less than 2

**Note: Student collaboration & Team work will be observed & evaluated effecting project grade**

- 10 points for Figurative Language used and identified correctly
  - Personification
  - Allusion
  - Simile
  - Metaphor
  - Euphemism
- 10 points for Vocabulary and used appropriately
- 30 points for Time-Line - correct, relevant with appropriate graphs/pictures
- 50 points for Creativity and believability of the Novel's ending using at least 4 (at least 2 main) characters
  - Use of Comic Relief
  - Use of Imagery
  - Use of Irony

2. **Newsletter - Extra! Extra! Read All About It!** ..... has been arrested and accused of murder. Your task, as a reporter for the *Great Faith Times*, is to write a story about the crime. You and the other reporters in your group are responsible for the newspaper's front page. The headline story will be the robbery and murder of Mr. .... Other stories on the page should be relevant to the Great Faith community. Following are some suggestions for stories. You may use these ideas or come up with your own. You will need at least 7 articles in the newsletter/newspaper. Include pictures as appropriate. - **MUST** be aware of era as it relates to Newspaper/and how information is presented.

- Mrs. Logan loses her job as schoolteacher
- The Logan's cotton crop burns
- Inequities in the schools of the county - Jefferson Davis for whites, Great Faith for blacks
- The burning of the Berrys
- The boycott of the Wallace store
- The Revival begins at Great Faith Church
- The Jefferson Davis school bus accident

**Rubric** - What you will be graded on. Up to 5 people can work on this but no less than 3.

- Each member is responsible for writing at least one new story. The group will then compile their stories into a newsletter /newspaper format using MS Publisher, Word or PowerPoint.

**Note: Student collaboration & Team work will be observed & evaluated effecting project grade**

## Newsletter

Criteria	4	3	2	1
<b>Ideas</b> <b>Content/Development</b>	Ideas are engaging and insightful and illustrate an excellent understanding of the events, themes, era & point of view in the novel as well as all characters' roles in the novel. There is evidence of extensive planning and organization and reflection of the setting (time & place)	Ideas are developed and illustrate a good understanding of the events, themes, era & point of view of the novel as well as of the main characters' roles in the novel. There is evidence of planning & organization	Some ideas are good, but lack development and detail. Mainly obvious details are included. Point of view is limited to one or two main characters. There is limited evidence of planning & organization.	Ideas do not go beyond the obvious, are randomly presented, and remain underdeveloped. There is little or no planning & organization.
<b>Elaboration</b>	All articles are well-written. All points are fully developed with accurate and detailed information to support ideas.	Pieces are well-written. Most points are elaborated with clear and detailed information to support ideas.	Pieces are adequately written. Some points are elaborated. Articles may contain factual errors, irrelevant information, or inadequate detail.	Pieces exhibit an awkward writing style. Points are general and obvious. Ideas are not well developed. Factual errors, significant omissions, or irrelevant information is present.
<b>Conventions</b>	The newsletter is free of errors in grammar, usage, spelling, punctuation, and sentence formation.	The newsletter contains only minor errors which do not interfere with understanding the ideas presented.	errors interfere with understanding the ideas presented.	Errors in spelling, punctuation, capitalization, grammar, usage, and sentence formation distract the reader and interfere with understanding the ideas presented.
<b>Layout</b>	Outstanding visual appeal with excellent use of space, & graphics which are neatly presented. Photos & other graphics are appropriate for the era.	Visually attractive layout with good use of space, & graphics is apparent. The newsletter is neatly presented.	This is a simple layout design; the project is neatly presented.	The newsletter lacks visual appeal and/or neatness in layout.
<b>Teamwork</b>	The work was divided and shared equally among all team members.	All team members contributed some work to the project.	Most team members participated in the work.	One or two people did all or most of the work of the group.

3. **Character Interview Instructions** - By now you know a lot about the characters from this book. Some have become your friends, while others may be enemies. You and a partner will work together on this project. One of you will pretend to be a character from the story; while the other will be a *Radio* announcer (we didn't have television available to the masses in 1933). You and your partner are to develop a list of questions and answers (minimum of 10) which will provide the audience with insight into your character's personality and life. The questions should be meaningful and the responses appropriate and true to the character. These questions and answers should be typed and turned in. Your interview will be videotaped. You will need to prepare for the interview taping by memorizing your questions and answers. You will dress "in character" for this interview. After taping, you and your partner will transfer the footage from the digital camera to the computer, where you will edit and produce a final copy. Your final copy should be smooth and contain title and end credits.

#### Step-by-Step

1. Choose a character(s).
2. Prepare questions and answers.
3. Type questions and answers.
4. Turn in questions and answers to Mrs. Love.
5. **Memorize questions and answers.**
6. Day of taping: Dress as character and interviewer.
7. Transfer footage to computer & edit footage (cut out hesitations, mess-ups, etc...)
  - a. Insert the title frame at the beginning.
  - b. Insert the credits frame at the end.
  - c. Record back to the video camera.

**Rubric** - What you will be graded on. Up to 3 people can work on this but no less than 2.

**Note: Student collaboration & Team work will be observed & evaluated effecting project grade**

Criteria	3	2	1
<b>Student preparation with respect to questions and answers.</b>	Students demonstrate exceptional preparation. Questions are relevant, thoughtful, and accurate with regards to the plot and the character. Answers provide meaningful insight as to the character's personality. Historical elements of the time period are introduced or referenced in the questions.	Students demonstrate adequate preparation. Questions and answers indicate adequate Understanding of the plot and character.	Students demonstrate little preparation. Questions and answers indicate little or no understanding of plot or character.
<b>Student preparation with respect to dress and props for the interview.</b>	Students are dressed completely in character.	Students are dressed somewhat in character.	Students are not dressed in character.
<b>Student preparation with respect to memorization of the interview script.</b>	Both the character and the interviewer have their scripts memorized. There are very few pauses or hesitations. Questions and answers flow smoothly	The character and the interviewer have somewhat memorized their script. One or both use note cards.	The character and the interviewer have not prepared for the interview. There are many pauses and hesitations. The script has not been memorized
<b>Transcript of interview</b>	Transcript is complete and typed.	Transcript is complete and handwritten	Transcript is incomplete.
<b>Preparation of the final cut of the interview.</b>	Final cut is smooth and contains the title and credits frames.	Somewhat smooth & is missing either the title or credit frame.	Choppy and does not contain title and credit frames.

4. **Act it out - Create a Script** - of the plot of Roll of Thunder and put it in your own words. Use events that really happened in the book in order to construct an accurate play. You will work together to come up with a play of the events of Roll of Thunder up to this point. You will need to bring in props and costumes. One person may need to play more than one character. Be prepared to record (optional) this and play it for the class. The major focus/purpose of the script is to convey one of several theme(s) of the novel. The performance should be 3 to 5 minutes long.

**Rubric** - What you will be graded on. Up to 5 people can work on this but no less than 4.

**Note: Student collaboration & Team work will be observed & evaluated effecting project grade**

Criteria	3	2	1
<b>CHARACTER</b> <ul style="list-style-type: none"> <li>Characters are clearly defined and are believable to the original novel</li> <li>Characters have conflicts &amp; desires</li> <li>Characters have plenty of interesting actions</li> </ul>	3/3	2/3	1/3
<b>PLOT</b> <ul style="list-style-type: none"> <li>Has fully developed scenes</li> <li>Has a beginning, middle and end</li> <li>Has suspense, surprise or plot complication</li> <li>Includes scenes of varying emotional tone</li> </ul>	4/4	3/4	1/4
<b>LANGUAGE/SCRIPT</b> <ul style="list-style-type: none"> <li>Has dialect, language structure to the original character</li> <li>Good Mechanics (spelling, punctuation) &amp; typed</li> </ul>	4/4	3/4	1/4
<b>ORIGINALITY/CREATIVITY</b> <ol style="list-style-type: none"> <li>Is emotionally engaging, inspiring &amp; creative. Did the play express one of the themes from the novel?</li> </ol>	3/3	2/3	1/3

5. **Diorama** - Conduct research (1933 - Great Depression - Mississippi) about what the houses, towns, plantations, schools, farms & Markets, etc. Looked like at the time this novel took place. Work together to create a model representation of these areas. Include detail and specific information about anything that may be unique, interesting, and relevant to this particular

time period. Students will be making an oral presentation discussing important facts about their project. Please write a one page summary explaining your project. (No double spacing). Size 12 Font.

**Rubric** - What you will be graded on. Up to 4 people can work on this but no less than 3.

**Note: Student collaboration & Team work will be observed & evaluated effecting project grade**

Criteria	4	3	2	1
<b>Required Elements (see above)</b>	All requirements met with excellence	Most requirements met with above average skill	Some of the required elements are included.	Several required elements were missing.
<b>Content Facts &amp; Knowledge (1933, Great Depression, Mississippi)</b>	The diorama demonstrates a thorough knowledge of the subject investigated	The diorama demonstrates good knowledge of the subject investigated	The diorama demonstrates some knowledge of the subject investigated.	The diorama demonstrates very little knowledge of the subject investigated.
<b>Content Labeling</b>	There is no spelling or labeling errors. All labels are neatly written.	Very few spelling or labeling errors. All labels are neatly written.	Several minor spelling or labeling errors. A few of the labels are messy.	Significant number of spelling or labeling errors. Labeling is not neat.
<b>Creativity &amp; Appearance</b>	Project is excellently presented reflecting creativity and a lot of thought.	Good creative effort. Project is neat and shows evidence of time spent on it.	Some attempt made to add color and originality. Project is neat.	Little attempt to add color or originality. Project has sloppy appearance.
<b>Oral Presentation</b>	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.

6. **Life in Poem/Song** - In this project you will be writing lyrics to the life of one of the central characters. Your lyrics/poem should include the following:
  - Direct quotes from the book that describe the characters:

- o Thoughts
- o Feelings
- o Appearance
- o View of life
- Your lyrics/poem does not need to rhyme but it does need to be in poem form.
- Your lyrics/poem needs to be at least one page long (typed in Times New Roman, Font 12.) If you want to use a different font and size check with your teacher for approval first.
- You may write several different poems about the same person in order to have a whole page.
- You must put quotations around the portions that are used directly from the book and the page number in parenthesis.

Possibilities (be creative)...

- You may write it in first person (as if you were that character).
- You may write it as an inanimate observer (like fire, water, etc.).
- You may write it as an observer (with a tone of like or dislike).
- You may add music to your poem during your presentation

**Rubric** - What you will be graded on. Up to 2 people can work on this but no less than 1.

**Note: Student collaboration & Team work will be observed & evaluated effecting project grade**

- 20 points for including at least 2 quotes that reflect the characters thoughts and feelings.
- 20 points for including at least 1 quote that reflects the characters appearance.
- 20 points for include at least 1 quote that reflects how the character views life.
- 20 points for cited page numbers of quotes
- 20 points for Presentation format and mechanics (spelling, punctuation and typed)

Below is the famous Poem that is in Chapter 11:

**Roll of thunder**

**hear my cry**

**Over the water**

**bye and bye**

**Ole man comin'**

**down the line**

**Whip in hand to**

**beat me down**

**But I ain't**

**gonna let him**

**Turn me 'round.**

7. **A dialogue between strangers** - Hanna, from Devil's Arithmetic & Cassie, from Roll of Thunder, Hear my Cry meet. This is perhaps the most challenging project. It requires imagination, and a full knowledge and appreciation of the era. These two young women somehow meet on a road at dawn. How they arrived at this location is not important. But what happens

next is up to you!!!! Develop a storyline full of emotion based on historical information. Use the knowledge you learned about the Holocaust and Civil Rights as the backdrop to this performance. Determine what you want the audience to experience from your performance. Props, costumes, music, poems can all be used to enhance the visual aspect of this project.

Possibilities (be creative)...

- Performance needs to be 3 to 5 mins.
- At least 10 historical facts are weaved in your conversation - from each character.
- Your conversation must be memorized.
- You may add music to your poem during your presentation

**Rubric** - What you will be graded on. Only 2 people can work on this project. See Mrs. Love if you want to incorporate another character(s) - Your rationale must be a well thought out for the additions.

**Note: Student collaboration will be observed & evaluated effecting project grade**

Criteria	4	3	2/1
<b>CHARACTER</b>  1. Characters are clearly defined & are believable to the original novel 2. Characters have conflicts & desires 3. Characters have plenty of interesting actions 4. Student must stay in character	4/4	3/4	1-2/4
<b>PLOT/CONVERSATION</b>  1. Has fully developed dialogue 2. Has a beginning, middle and end 3. Has suspense, surprise or plot complication 4. Includes scenes of varying emotional tone	4/4	3/4	1-2/4
<b>LANGUAGE</b>  Has dialect & language to that of the original character	3/3	2/3	1/3
<b>ORIGINALITY/CREATIVITY</b>  Is <u>emotionally</u> engaging, <u>inspiring &amp; creative</u> . Did the dialogue / conversation <u>express one of the theme(s)</u> from the novel(s)?	4/4	3/4	1-2/4



<u>Project Options</u>	<u>Extra Credit</u>
<ul style="list-style-type: none"> <li>• Newsletter</li> <li>• Life in a Song</li> <li>• Limited - only 3 Choice Book - selected by teacher - (See Mrs. Love for details)</li> </ul>	0 to 1 points added to grade point average
<ul style="list-style-type: none"> <li>• Alternative Ending</li> <li>• Character Interview</li> </ul>	0 to 2 points added to grade point average
<ul style="list-style-type: none"> <li>• Act it out - Create a Script</li> <li>• Diorama</li> </ul>	0 to 3 points added to grade point average
<ul style="list-style-type: none"> <li>• A Dialogue Between Strangers</li> </ul>	0 to 4 points added to grade point average