

**Objective:**

1. The students will be able to chronicle the life of Zora Neale Hurston, and her place in Florida’s history.

**Sunshine State Standards Benchmarks:**

SS.A.1.2.1 – SS.A.6.2.3

**Vocabulary:**

exhorted	folklore	anthropological	autobiography	devastated
rambunctious	domestic	manicurist	jauntily	flamboyant
controversial	obscurity	accolade	coexistence	segregation
unanimously	immortalized	renowned		

**Suggested Activities:**

1. Divide the students into pairs and assign each group a vocabulary word from the passage. Using the PAVE procedure (Predict, Association, Verification, Evaluation), have the groups complete the worksheet and report back to the class.
2. Have the students compare and contrast Zora Neale Hurston and Ernest Hemingway using the Three Column Notes strategy (similar to a Venn diagram).
3. Have the students create a Historical Map showing the route of Zora Neale Hurston’s life. In addition, have the students write a description of the route and attach it to the back of the map. The students can either draw the eastern United States, or the teacher can provide them a map to work on.
4. Complete and review FCAT questions.

(Note: Actual FCAT practice passages are written at the students’ independent reading level. These Florida History selections are written at the students’ instructional reading level. Therefore, students should not be asked to complete the questions until after receiving class instruction on the vocabulary and content of the passage. Students should also read the Florida History selection independently before answering the FCAT questions and be permitted to return to the selection for rereading as they answer.)