



 Prestwick House

Activity Pack

MONSTER

BY WALTER DEAN MYERS



Copyright © 2005 by Prestwick House, Inc., P.O. Box 658, Clayton, DE 19938. 1-800-932-4593. www.prestwickhouse.com Permission to use this unit for classroom use is extended to purchaser for his or her personal use. This material, in whole or part, may not be copied for resale.

ISBN 978-1-60389-268-1

Item No. 201301
Written by Amber Reed

Name: _____

Date: _____

Pre-reading**Setting****Objective:** Planning a trip to Harlem**Activity**

Monster is set in modern-day Harlem, which is a section of Manhattan in New York City. Historically, Harlem has been a hub for African-American culture and home to famous people such as Colin Powell, Langston Hughes, and Bill “Bojangles” Robinson.

For this activity, you will plan a five-day trip to Harlem using a budget of \$2,000. Use the Internet and, if possible, a local travel agency to gather information. Complete the **Trip Log** by determining the means and cost of travel, lodging, meals, and transportation. Also, research and list at least three sites you wish to visit during your stay. Supply a brief description of each site, such as its historical or cultural value.

Name: _____

Date: _____

Monday, July 6th**Creative Design****Objective:** Designing a book cover for *Monster***Activity**

Appearance is an essential aspect in selling a book. A consumer who is browsing the shelves is more likely to choose a book that is attention grabbing. The book's jacket is the first thing that a reader sees, and may be the only reason that a reader buys the book.

Divide the class into small groups.

Design a book jacket for *Monster*. Decide on the subject matter for the cover, considering elements such as color, illustration, and font style. There are a multitude of possibilities from which to choose. Graphics may be hand sketched, computer generated, or a combination of both. Remember to include the title and author's name on the cover.

Next, create a back cover for the book. There are a variety of ways to write the abstract. You may wish to supply a summary of the story, or you could display a catchy excerpt from the text. Remember, write enough to create curiosity without revealing too much of the story.

Whatever your style, be sure to consider the type of readers that you wish to target, and compose the book jacket to appeal to that group.

When the front and back covers are complete, assemble the pieces to make the completed product.

Name: _____

Date: _____

Monday, July 6th-Tuesday, July 7th**Flashback
Inference****Objective:** Determining the purpose of a flashback**Activity**

In *Monster*, flashbacks are utilized for various reasons. They show events that occurred before the start of the novel, making it easier to understand Steve's situation and how he came to be arrested. Flashbacks also give readers insight into the characters' personalities, which helps to determine the validity of the characters.

Review the four flashbacks and decide how each one is relevant to the story. For instance, what does the flashback reveal about the plot or characters? Complete the **Flashback Chart** by listing your inferences in the spaces provided. Provide two conclusions for each flashback.

The chart has been started to provide an example.

Name: _____

Date: _____

Thursday, July 9th**Drama
Creative Writing****Objective:** Creating and performing a prison scene**Activity**

Steve is different from his fellow inmates. As Steve talks to Acie, Acie openly admits to robbing a store, but he does not seem to regret the crime. Unlike Steve, Acie is indifferent about the verdict, stating, "All they can do is put me in jail." (Pg. 89) Whereas Steve is young and naïve, many of the other prisoners are tough and apathetic.

Create a prison scene to act out for the class by utilizing what you have read in *Monster*. Each student will play the role of an inmate who is awaiting a trial. Do not use the inmates from the novel; create new characters. Devise a story for each prisoner, including the alleged crime, the possible verdict, and the prisoner's attitude about the whole proceedings. The emotions portrayed by the inmates should correspond with their supposed personalities and crimes. Have the prisoners discuss their situations and potential futures. See what type of conflict may arise when the fictional prisoners interact, and then resolve the conflict over the course of the skit.

Be creative in developing the prisoners' stories, making sure that they are each unique. Mix up the intensity and seriousness of the crimes to make the act interesting. Take time to practice the scene before performing for the class.

Name: _____

Date: _____

Thursday, July 9th-Friday, July 10th**Critical Reading****Objective:** Locating evidence within the text**Activity**

Steve maintains his innocence, but his journal entries suggest otherwise. He does not plainly admit to his involvement in the robbery, but certain phrases indicate that Steve feels guilty about whatever he did.

Carefully reread Steve's journal entries in the two chapters. List at least five excerpts from the text that could be used to prove Steve's guilt. Provide a short explanation of how each statement may suggest that Steve is guilty.

An example is given.

Example:

Excerpt:

"I thought about writing about what happened in the drugstore, but I'd rather not have it in my mind."
(Pg. 128)

Explanation:

Steve is haunted by the thought of what he did; he cannot bear to think about it.

Name: _____

Date: _____

Saturday, July 11th-Sunday, July 12th**Emotions****Objective:** Analyzing the text to locate quotes that express emotions**Activity**

During the weekend, Steve has time to reflect on his life. He is in constant fear in the detention center; his parents' visits are upsetting; and anticipating the trial's outcome is extremely stressful.

The **Emotion Chart** lists several emotions that are experienced at least once in the Saturday and Sunday chapters. Locate a passage that portrays each emotion and cite it in the chart. Please include the page number of the quote.

An example is given.

Name: _____

Date: _____

Tuesday, July 14th**Symbolism****Objective:** Interpreting symbolism**Activity**

The trial concludes with the judge instructing the jury members. As the judge speaks, the camera focuses on different objects in the courtroom. Next, the scene shifts to the detention center, where Steve waits for the jury to decide his fate. Once again, the camera focuses upon significant items that relate to the story.

Complete the **Symbolism Chart** by briefly explaining the connotation of each item and how it correlates with the story. You may feel that an item has more than one interpretation; if so, provide them all.

An example is provided.

Name: _____

Date: _____

December, 5 months later**Soundtrack****Objective:** Creating a movie soundtrack**Activity**

Five months have passed since Steve's pardon, and, in that time, he has managed to sell his movie script.

Imagine that you are the music director for the production company that bought Steve's script. Your job is to create a soundtrack for Steve's movie, *Monster*.

Compile four to six songs that you believe express the emotions and actions of the story, and copy the songs onto a tape or CD. Do not select songs of the same genre; blend various styles of music to make the recording appealing to a larger audience. The soundtrack should be no longer than thirty minutes.