

Beyond the Novel – An Expansion Project

The purpose of this project is to closely examine a specific component from the novel – such as setting, political climate or culture – and connect it to actual events of historical significance. While Dalene Matthee's novel, *Fiela's Child*, is considered a work of fiction, the explanation of the land and events in the town are historically accurate.

The Guidelines:

In teams of 2 - 3 people you will create a 6-9 minute presentation in which you educate the class on the specific component of the novel that was assigned your group. There are a total of five topics, and each topic corresponds to a specific due date. Your group will be assigned both the topic and its corresponding due date; you must work together to ensure that you are prepared to present on your assigned day – no excuses. Some time has been scheduled into three of your English classes, but I also expect you to do additional work outside of class.

Criteria:

1. Works Cited Page
 - Each project must show evident research on the topic and must include a typed works cited page, which lists no less than three sources. At least two of these three sources must be actual books, not websites.
2. Evidence of Connections to Text
 - Explain how your topic relates to the text *Fiela's Child*.
3. Visual Aids - The use of visual aids such as Prezi, a Power-Point, maps, etc. is required. Please note that visuals should be used to enhance the presentation – not just so that you have a script to read from during the speech.

Grading:

Each group will be graded on the above four criteria in addition to the creativity and thoroughness of the overall presentation. Again, each presentation needs to be between 6-9 minutes in length and those that do not meet these guidelines will be downgraded. Each group member will turn in a written evaluation on every member of his or her group. These will help me determine each individual's participation and involvement in the overall project. Each student will receive an individual grade as determined by these evaluations and the aforementioned criteria.

Due Dates:

There is absolutely no room left for negotiation when it comes to due dates. I expect you to come to class prepared on the day I have you scheduled to present. Whoever is present on the date, you are scheduled to present will do so. The only legitimate excuses for an absence are a sickness accompanied with a Doctor's note or a major family emergency. If you are

absent for these two reasons you will still be expected to complete the project, but you may have to present on your own. You need to be present for both days of presentations and you need to pay attention to all the group presentations. These will be the Interactive Oral Discussion for this text. After each presentation, we will have a class discussion. After all the presentations, you will complete the Reflective Writing Assignment.

Topics and Presentation Dates:

Group One:

Present a general overview of geography, and social and economic history of South Africa.

Group Two:

Present a general overview of the colonization of South Africa. Specifically which European countries colonized the area and why? What did they gain from the colonization?

Group Three:

Present a general overview of the history of Apartheid in South Africa. (Please note that Apartheid occurs in history after the story is set, but as early as the 1800's you could see the discrimination that allowed for Apartheid to develop.)

Group Four:

Present a general overview of traditional South African culture – pre-colonization – Dawn of time until early 1800's.

Group Five:

Present a general overview of South African culture – post-colonization, 1950's to today (post-Apartheid).

Group Six:

Present a biography on author Dalene Matthee. (This is the only group that will not be required to use at least one book source.)

Rubric:

	1	2	3	4
<p>Organization</p> <p>Ability to express well-organized, coherent oral presentation</p> <p>Transitions included between main ideas</p> <p>Visuals are well-organized and engaging</p>	<p>Audience cannot understand presentation because there is no sequence of information.</p>	<p>Audience has difficulty following presentation because student jumps around.</p>	<p>Group presents information in logical sequence which audience can follow.</p>	<p>Group presents information in logical, interesting sequence which audience can follow.</p>
<p>Subject Knowledge</p> <p>Understand how literature expresses culture</p> <p>Details, not just an overview is provided and explained.</p>	<p>Group demonstrates little knowledge of culture..</p>	<p>Group demonstrates some knowledge of culture.</p>	<p>Group demonstrates most knowledge of culture.</p>	<p>Group demonstrates full knowledge (more than required by covering all major details and culture.</p>
<p>Use of Language</p> <p>Ability to express ideas clearly/fluently in oral communication with effective choice of register/ style</p>	<p>Group is not engaging and does not keep the audiences attention through the presentation.</p>	<p>Group is sometimes engaging and keeps audiences through some of the presentation</p>	<p>Group is engaging, interesting to listen to and keeps the audiences attention throughout most of the presentation.</p>	<p>Group is engaging, interesting to listen to and keeps the audiences attention throughout the entire presentation with their use of words.</p>

