**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 you 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.

1. Evidence of Connections to Text

* Explain how your topic relates to the text *Fiela’s Child.*

1. 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:

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Time-Limit** | Presentation is 7 - 10 minutes long. | Presentation is 1 minute under time limit. | Presentation is 2 minutes under time limit | Presentation is 3 minutes under time limit or stopped because it went over. |
| **Evidence** | Specific events/ideas from text are explained. Examples are provided | Specific events from text are explained, no examples provided | Specific events are not referenced | No evidence provided |
| **Visual Aids** | Visual Aids are easy to follow and add value to the presentation – they are aesthetically pleasing and everyone can seem them. | Visual Aid is easy to follow and add value to the presentation – they are aesthetically pleasing and everyone can seem them. | Visual Aid is difficult to see and provides no additional benefit to the presentation. | Visual Aid is confusing and distracting. |
| **Opening** | Group has an interesting and engaging opening statement. | Group attempted to have an engaging opening statement. | Group’s opening statement was similar to "My name is....my presentation is about...." | Group had no opening statement. |
| **Introduction** | Group had a clearly focused introduction that previewed all the main points of their presentation. | Group had an introduction that previewed some of the main points of their presentation. | Group had an introduction, but it did not preview any of the main points from the presentation. | Group did not have an introduction. |
| **Analysis** | Strong analysis throughout the presentation that helped audience better understand how the topic relates to out studies. | Analysis throughout the presentation that helped audience understand how the topic relates to our studies. | Weak analysis in certain areas of presentation only. Did not explain how the topic relates to our studies. | No analysis presented. |
| **Conclusion** | Group had a clearly focused conclusion that summarized all the main points of their presentation. | Group had a conclusion that summarized some of the main points of their presentation. | Group had a conclusion, but it did not summarize any of the main points from the presentation. | Group did not have an conclusion |
| **Presentation**  **Pronunciation**  **Articulation** | Able to pronounce and articulate all words, names, treaties, etc. in presentation | Mispronounced fewer than 3 words in presentation | Mispronounced fewer than 6 words in presentation | Mispronounced more than 7 words in presentation |
| **Works Cited Page** | Works Cited Page with proper citations with one or more additional work | Works Cited Page Improperly Cited with one of more additional work | Works Cited Page Improperly Cited | No Works Cited Page |