

Global Lit.; Unit: South Africa; Final Project. Due Date: CHS: Mon. 5/9; SEHS: Tues. 5/10

This is your chance to show what you have learned about the issues and ideas brought up in our South African literature unit. Think about central topics and questions that have been raised in the stories, films, and poems we've examined. Take one issue from our unit and explore it in depth and detail; be sure to:

1. explore and express a **poignant theme**
2. make **relevant connections** among/between the different works we have studied
3. **apply** what you have learned (tie in current world events, issues local to Eugene, world or local history, events in your own life, etc.)
4. show **complex thinking that delves into the subtext** of the works and history (go beyond the basic info. about apartheid; explore sophisticated techniques such as irony, symbolism, paradox, etc.)

Your project will express *your* ideas in one of the following modes:

Written expression – a play, original short story, a collection of poems, a song (lyrics and music), or a formal essay. Note: Although length is not the most important aspect of your work, remember that the more you write the more opportunity you have to show us what you have learned.

Visual Art – a painting, drawing, collage, ceramics, sculpture, photo essay, quilt, video, PowerPoint presentation, animation, etc.

Performance – Write/create a play, puppet show, interpretive dance, song, speech, etc. Note: You will only be able to perform in class for about 5 minutes. Keep your work short or be prepared show a short selection of your work and turn the rest in on paper, tape/CD, or computer disk.

Every project must include a written portion, which explains the piece; further details are included below. **Projects submitted without the written portion completed the day/time the piece is due will be considered late.**

NOTE: Work will not be evaluated on artistic ability; however, your work must show depth of thought and considerable effort. **Choose a medium that best fits your talents, abilities, and resources, so that your ideas can shine.** You may work in pairs on this assignment, but we will expect double the effort and double the thought. You must also be able to prove who contributed what to the project.

Other requirements:

- Typed or calligraphy (where appropriate)
- All "Visual Art" and "Performance" pieces should include a one-page written explanation
- All "Written Expression" pieces should include a ½-page written explanation.
- Written explanations should be typed & dbl-spaced and include at least three specific references from at least two works we studied in class
- Include a unique, effective title

Some of the works we have studied include:

- * Amandla!
- * Gumboots video
- * *Kaffir Boy* excerpt
- * "Once Upon a Time"
- * "Only A"
- * "Silver & Gold"
- * "Sarafina"
- * "Soweto Road"
- * "Tell Freedom"

Examples of topics

- * Courage
- * Fear as a prison
- * The need for violence (or not)
- * The power of teenagers in transforming society
- * Sanity
- * Justice
- * Power of music

Quotations

- "Power in defense of freedom is greater than power on behalf of tyranny and oppression." - Malcolm X
- "Hate has no medicine." - Ga Proverb
- "We aim to remember, to forgive and to go on, with full recognition of how fragile the threads of community are." - Desmond Tutu
- "Force is the only language the imperialists can hear, and no country became free without some sort of violence." - Nelson Mandela
- "Non-violence is the answer to the crucial political and moral questions of our time; the need for man to overcome oppression and violence without resorting to oppression and violence." - Dr. Martin Luther King
- "But somehow tenderness survives." -Dennis Brutus

**South Africa
Final Project Rubric**

Name: _____

<p>Theme 5 points</p>	<p>Strongly communicates a poignant theme that's related to a central issue/topic studied in the unit.</p>	<p>Clearly communicates a poignant theme that's related to a central issue/topic studied in the unit.</p>	<p>Unclear theme or unclear connection to a central issue/topic studied in the unit.</p>	<p>Unclear theme and unclear connection to a central issue/topic studied in the unit.</p>
<p>Ideas and Content 40 points</p>	<p>Strong depth of thought and considerable effort shown through project and attached writing. Project is creative and awe-inspiring. Completely connects with what we have been studying in class.</p>	<p>Clear depth of thought and considerable effort shown through project and attached writing. Project is fairly creative and impressive. Deals with clear issues surrounding apartheid.</p>	<p>Some depth of thought and some effort shown through project and attached writing. Project demonstrates knowledge but does not go above and beyond. Deals with vague issue surrounding apartheid.</p>	<p>Little depth of thought and some effort shown through project and attached writing. Project demonstrates some knowledge but does not go above and beyond. Apartheid connection isn't clear or is overly simplistic.</p>
<p>Class Connection 20 points</p>	<p>Includes at least three specific references to two different works we have studied in class. The connection made is deep and thorough.</p>	<p>Includes clear references to works we have studied in class. Connection is clear but may be missing works or explanation.</p>	<p>Includes references to works studied in class. Connections are vague.</p>	<p>Includes no references to works studied in class or includes references that are not connected.</p>
<p>Aesthetics 10 points</p>	<p>Thoroughly neat, beautiful, and clear. (Calligraphy or typed where appropriate.) Strong effort. Writing conventions are correct throughout.</p>	<p>Overall, beautiful, but lacking neatness in places. Good effort. Conventions are mostly correct.</p>	<p>Attractive project but lacking in places. Fair effort. Convention problems.</p>	<p>Project needs more care. Some effort shown, but needs more. Convention problems.</p>

Final Grade: ____/75

Global Literature
Unit: South Africa
South Africa Creative Final Project Planning Sheet

1. The three specific works that inspired me:

- a.
- b.
- c.

2. The specific moments/characters/songs, etc. from these works that inspired me:

- a.
- b.
- c.

3. Why am I using these? What's my overall theme/message about apartheid?

4. How will I meet the "dept of thinking" requirement? (Circle all that apply.)

Symbolism Irony Paradox Apply South African apartheid to *current* events
Apply South African apartheid to other *past* events Address issues of "human nature"
Other: _____

5. How will I make sure that I involve this/these in my project? What, specifically, would show this depth of thought?

6. How will I make sure that this is complex enough (Does it seem silly to explain my 'depth of thinking' because it's fairly obvious? If so, how can I make it more interesting/complex?)

7. Here's a quick sketch of how *one* aspect of my piece (CD cover, story plot outline, book layout, etc.) *might* look like:

8. Here's a brief outline (bullet points and incomplete sentences are fine) for my explanation sheet:

9. Materials list:

Already Have	Want/Need	Can Get From...	Potential "Issues" & Solutions

10. Questions/help needed from Ms. Owens: