**YR 11 PRELIMARY EXTENSION 1**

**Assessment Task 2: Independent Research Project**

Class time will be allocated to the project which will run concurrently with the rest of the Module throughout Term 2. There will be allocated regular periods to assist students to organise themselves throughout this concurrent project.

**Preparation for the Project Presentation**

Students:

1. Choose a quality text which represents an important aspect of living in a postcolonial world, exploring experiences of cultural difference or diversity and its portrayal.

2. Critically analyse the text and develop a personal response that is informed by their learning throughout the unit.

3. Research other critical responses to this text, implementing research methodology they are taught concurrently (see below).

4. Decide on a particular aspect or issue of cultural difference which the text explores, based on their own response and other critical ideas.

Some possibilities include:

– the impact of language

– cultural power

– social exclusion or inclusion

– stereotyping

– the experience of tourism to third world destinations

– global trade in adoption of children

– the experience of migration or displacement

5. Find at least ONE other text which also explores the chosen aspect of cultural difference.

6. Repeat points 2 and 3 for their additional text/s in order to build up an informed personal response.

7. Compare and contrast these texts in order to explore the particular emphasis and insights each text offers in relation to the chosen aspect of cultural diversity.

8. Compose a 7-minute speech in the form of a Tutorial for an audience of young people. Be aware that a Tutorial communicates key ideas in an engaging manner, often reinforced by informative and striking visual images, annotated extracts, etc.

9. Students choose an informative title for their speech and offer a short enticing summary to appear in a University brochure that outlines the course key concepts (compiled and distributed by the teacher before the task).

10. Based on the title and short summary from the brochure, each student will prepare questions to be asked at the conclusion of each speech. Each speaker will be asked 3 questions from another student and the teacher.

11. Students submit a journal which includes brief reflections on each stage of the task, annotated copies of the critical readings on selected aspects of the texts, a hardcopy of the presentation and an accurate reference list of sources.

**Suggested Texts**

**Fiction**

•Ngũgĩ wa Thiong’o’s novel, A Grain of Wheat (Kenya, 1966)

•Bessie Head’s novel, A Question of Power (Botswana, 1974)

•Wole Soyinka’s play, Death and the King’s Horseman (Nigeria, 1975)

•Nurrudin Farah’s novel, Maps (Somalia, 1986)

•Chimamanda Ngozi Adichie’s novel, Americanah (Nigeria, 2013)

•Diriye Osman’s collection of short stories, Fairytales for Lost Children (Somalia / Kenya, 2013)

•Okey Ndibe’s novel, Foreign Gods, Inc (Nigeria, 2014)

**Non Fiction**

•George Orwell’s essay, “Shooting an Elephant” (UK, 1936)

•Chinua Achebe’s collection of essays, The Education of a British-Protected Child (Nigeria, 2009; See especially “Africa’s Tarnished Name”, “Politics and Politicians of Language in African Literature”, and “My Dad and Me”)

**Videos**

•Comedian Aamer Rahman on “reverse racism”

•Lupita Nyong’o’s speech on black beauty and self-love at the Black Women in Hollywood Luncheon

•Jamila Lyiscott’s TED Talk, “Three Ways to Speak English”

**Australian**

Barbara Baynton. Bush Studies

Peter Carey. True History of the Kelly Gang

Janet Frame. The Carpathians

Miles Franklin. My Brilliant Career

Keri Hulme. The Bone People

Colin Johnson/Mudrooroo. Master ofthe Ghost Dreaming

David Malouf. Remembering Babylon

Katherine Mansfield. Bliss and Other Stories

Sally Morgan. My Place