

UNIT III RESEARCH: GROUPS AND TOPICS
Main Text: Chinua Achebe's *Things Fall Apart*

Each group will draw a random number and then topics will be chosen in that order. As you are researching, be careful not to let your research wander into one of the other topics. We want as little overlap of information as possible.

In your small discussion groups, you will work together to teach the class about one topic that relates to the novel, *Things Fall Apart*. Each group will research the given topic, take notes on the information, and then create a presentation using PowerPoint or Prezi. Other presentation options **MUST** be approved by the teacher. Lastly, your group will give a class presentation on your topic and your expertise will help the class understand the background of the novel.

Cite information correctly and include a works cited page (in MLA format) for all your sources.

Topics/Scenarios:

1. **Nigeria:** This group will travel across oceans to the continent of Africa. Group members will learn everything they can about the country of Nigeria (where *Things Fall Apart* takes place) and teach us about modern Nigeria.
2. **Nigerian Biafran War, the economy, and Nigerian History.**
3. **Igbo I:** This group will also travel to Africa, but they will focus on the Igbo people. Group members will immerse themselves in the Igbo culture and teach us about their customs, values, history, etc. Customs – funerals, marriage, & weddings. Research Igbo clothing and appearance.
4. **Igbo II:** This group will also travel to Africa, but they will focus on the Igbo MASKS, MUSIC, and DANCE.
5. **Igbo III:** Igbo hospitality (esp. kola nuts) and government / structure of Igbo society.
6. **Igbo IV:** * role of women/children/family in Igbo society, important Igbo festivals (fun and celebration)
7. **Colonialism:** This group will be time travelers and go back to 1890 when British colonialism was at its peak in Africa. Group members will learn about African colonialism in general--more specifically, in Nigeria--and teach us all about it.
8. **African Storytelling:** Members of this group will learn about the importance of storytelling in African culture. You will learn about the

- history of storytelling and read some of the stories that are often told. Also, group members will become storytellers themselves and tell/perform a story to the class!
9. **Nigerian Food**: This group will learn about the cultural rituals involving food and drinks. You will report to the class your findings and give examples of recipes that can be used for a class feast. They will also prepare one dish for the class to taste. (Yum!)
 10. **Chinua Achebe**: Members of this group will become reporters, using primary and secondary sources to find out information on the author of *Things Fall Apart*. This group will then report their findings to the class.

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TOPICS LINKS

NIGERIA

<http://www.everyculture.com/Ma-Ni/Nigeria.html>

<http://www.nigeriaembassyusa.org/index.php?page=about-nigeria>

<http://travel.nationalgeographic.com/travel/countries/nigeria-guide/>

http://www.africa.upenn.edu/Country_Specific/Nigeria.html

IGBO CULTURE

<http://www.igboguide.org/>

<http://www.africaguide.com/culture/tribes/ibo.htm>

<http://www.uiowa.edu/~africart/toc/people/Igbo.html>

COLONIALISM IN AFRICA

http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section11.shtml

<http://www.southernct.edu/organizations/hcr/2002/nonfiction/colonialism.htm>

<http://exhibitions.nypl.org/africanaage/essay-colonization-of-africa.html>

<http://exploringafrica.matrix.msu.edu/students/curriculum/m9/activity4.php>

CHINUA ACHEBE

<http://www.notablebiographies.com/A-An/Achebe-Chinua.html>

<http://www.kirjasto.sci.fi/achebe.htm>

http://www.youtube.com/watch?v=iCic_RoPhoM

<http://www.youtube.com/watch?v=fI9IE5yN1qY&feature=related>

http://www.youtube.com/watch?v=iIB_4FtlG6M

*Note: The youtube links are three parts of an interview with Chinua Achebe. You must watch all three parts in order; otherwise it won't make sense.

AFRICAN STORYTELLING

<http://web.cocc.edu/cagatucci/classes/hum211/afrstory.htm>

<http://africanstorytelling.net/2010/10/african-storytelling-four-distinctions/>

<http://africa.mrdonn.org/griots.html>

*This group must pick an African story to tell and perform for the class. All group members must participate in the storytelling. You don't have to memorize the story; however, your performance must reflect evidence of rehearsal.

NIGERIAN FOOD

<http://www.answers.com/topic/palm-wine>

<http://www.igboguide.org/HT-chapter8.htm>

<http://www.allnigerianrecipes.com/>

GENERAL SITES:

These contain links to various useful web sites.

- <http://moodle.ulcc.ac.uk/mod/resource/view.php?id=2244> – Under the research tab on the left, click on the various areas of expertise for helpful links.
- <http://www.anythingbutsquaredesign.com/webquest3/process.htm> Scroll to the bottom for helpful links.
- http://www.fcps.edu/MtVernonHS/media_center/webquest/2006_2007/things_fall_apart/#anchorProcessResources A list of links appears after clicking on each role.
- <http://zunal.com/process.php?w=6349>
- Panda Page!!!! Go to: “Reference and Research” Tab and use Research Guides, or History Resource Center, or Culturegrams, etc.

BONUS POINTS: *Go to DHS Library Media Center to find and check out Nigerian recipe books. As part of your presentation, you should pick one recipe (it can be an easy one) to make and share with the class.

Below, you will find the steps for completing your Webquest as a group. Be sure to read the directions carefully and thoroughly. **You may only use the websites listed or any other approved by teacher.**

Days One and Two

1. You will work in your discussion group of 2-3 students.
2. Each group will choose a topic. Some topics will be covered by two groups.
3. Take a look at the websites that relate to your topic--this is where you will pull information for your presentation. **You may only use these websites AND the links within these sites. (See the list below.)**
4. As you research and take notes (DON'T PLAGIARIZE!), think about how you will divide your information into subtopics and which group member will be responsible for each one. Include visuals, such as maps, graphs, timelines, photos, etc. **You may use websites other than the ones listed for IMAGES ONLY, but be sure to keep track because you must list the sources on your Works Cited slide.**

5. You'll be spending some time in the computer lab doing research and taking notes. **You may have to continue researching for homework. It is your group's responsibility to make sure that by the third day, your research is done.**

Days Three, Four, and Five

1. Notes are completed. Each group member must have at least one page of notes. (Teacher will visit each group and give credit for completion.)
2. Use your research notes to create your presentation. You must use information from ALL the websites in your presentation. Each group member is responsible for at least 2 slides.
3. Groups will work together to create a PowerPoint presentation. Use a collaboration tool, such as Google Docs and you must **share your presentation with your teacher prior to presenting.**
4. You will need to create one Works Cited slide in MLA format. Include all the websites. You may use sites such as easybib or bibme to create your Works Cited. (**Also, see attachment at the bottom of this page.**)
5. **Presentations should be finished by the end of day four. PRESENTATIONS ARE DUE in Edmodo.com by day 5.**
6. **You may need to work on the presentation outside of class if our time in the classroom is not enough.**
7. Keep these Do's and Don'ts in mind:

Do:

Use pictures to enhance your presentation. Be sure to cite all images on the Works Cited.

Embed videos or other media to enhance your presentation.

Keep the text to a minimum. Use bullet points or an outline to present information.

Paraphrase and summarize the research information.

Edit and proofread numerous times to avoid errors!

Don't:

Use too many pictures or graphics--it takes the focus away from the content of the presentation.

Copy and paste text into your presentation without citing it--this is plagiarism!

Write blocks of text--keep in mind it's a presentation, not an essay.

Use sounds that will be distracting.

Day Five

1. Groups should have shared their presentations with the teacher, including the Works Cited slide before posting.
 2. The Webquest is finished, and the teacher will review/discuss part two of this assignment, the class presentation.
 3. Groups must be ready to present (today and/or the following day) in the classroom.
 4. Use of notecards for the presentation is **HIGHLY** recommended for your presentation, but do not READ for your presentation. You may NOT use full sheets of paper for your notes.
 5. Put the finishing touches on your presentation. What will you do to make your presentation stand out from the rest? Costumes? Props? The possibilities are endless!
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EVALUATION RUBRIC

	Exemplary	Skilled	Proficient	Below Proficient	Grade	Bonus Points for going above and beyond in any of the categories on the rubric
Use of Class Time						
Organization of Information and awareness of research task and research questions						
Quality of Slides (Effectiveness of Text and Graphics). Use of captivating visuals						
Preparation for Presentation (i.e. notes, evidence of rehearsal, etc.)						
Presentational Aspects (no reading from notes/slides, good eye contact, speaking loudly and clearly, evidence of knowledge, etc.).						

Presentation answers the research questions.						
Works Cited page includes necessary info., basic MLA format, THREE sources minimum)						

Standards

ELACC9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following standard format for [MLA] citation.

ELACC9-10RL6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.