

Research Project

***Holes* by Louis Sacher**

Design and create a journal over a period of 7 days. The days chosen do not have to be consecutive.

- You must research a character from whose perspective you will be writing.
- The journal must be historically accurate and depict real events from the novel.
- Each entry must be 50-60 words.
- The final draft can be handed in as a journal (i.e. Booklet).
- You may add imagery, sketches, or other visual cues to enhance it.
- Present your journal to the class as the character you represent to detail your characters experiences at Camp Green Lake.

Stage one: Research

- Research on the character and plots and genre.
- Create a mind map using research.
- Keep to facts.
- Only use relevant resources.
- Must use a minimum of 3 resources.
- Plan a rough before you attempt the booklet/journal. Hand in mind map and rough before the final booklet.
- You may select journal entries based on different events in the book that your selected character went through.
- Stick to topic.
- Collect and save information.
- You must have a bibliography.
- Journal must be: relevant

Age appropriate

Clear

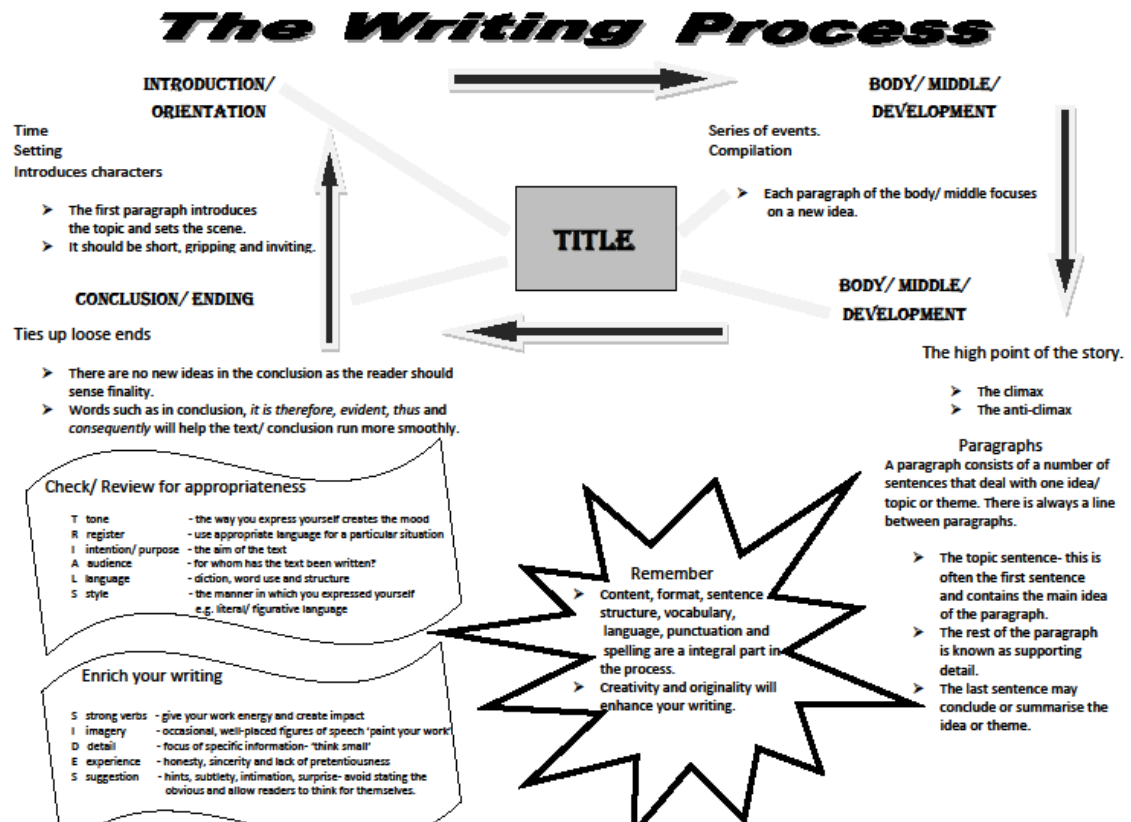
Legible

Must be used to enhance oral presentation

Historical dates and events must be accurate

- Create a rough draft to edit.

(20 marks)



Diary entry



Diagram illustrating the structure of a diary entry:

- Date and day can go in either order. **Tuesday 15 May 2013**
- XXXXXX
Dear Diary **XXXXXX**
Introduction
Middle/Body
Conclusion
- XXXXXX
Love Janey **XXXXXX**
May end off with a nickname 😊




Diagram illustrating the structure of a diary entry on lined paper:

Tuesday 15 May 2013

XXXXXX
Dear Diary
XXXXXX
Introduction
Middle/Body
Conclusion
XXXXXX
Love Janey



- **Short paragraphs** with simple sentences are often effective.
- Depending on the nature of the diary, **informal/ colloquial language** may be used (slang or personal choice of words). NO SWEARING!
- Discriminate use of direct questions and expressions of aspirations/ intentions are often powered (aim or purpose of language to help your emotions get onto the page).
- Occasional use of punctuation adds conviction. E.g. question marks and exclamation marks. (Remember overuse kills!).
- You may wish to see diagrams, sketches and cartoons to add a personal touch and visual appeal.



- A diary entry is personal record of your experiences and emotions.
- Write the **day** and **date** at the top of the entry.
- Write in the **first person** (I, me, myself).
- Write in the present tense in order to capture the moment.
- Write in the past tense to relate to events that have already happened.
- **Emotive language** is often used to express opinions and feelings (fact/ opinion, denotation/ connotation, bias/ prejudice, propaganda, sensationalism).

RESEARCH CRITERIA		DESCRIPTORS			
/20					
Variety, number and quality of resources used.	<p>Comprehensive research on the topic given is evident. More resources than required were consulted.</p> <p>10-9 marks</p>	<p>Applicable resources used from a variety of sources which spoke to the topic.</p> <p>8-7 marks</p>	<p>The required number of resources used. Limited variety. (e.g. only Wikipedia or only the novel/text used in class.)</p> <p>6-5 marks</p>	<p>Limited number and variety of resources used.</p> <p>4-3 marks</p>	<p>The learner is unable to relate resources used to the final product, but the product is still produced.</p> <p>2-1 marks</p>
Bibliography/References/Resources			<p>Bibliography/References/Resources are given and it is evident that they relate to the topic and the final product.</p> <p>2 marks</p>	<p>Bibliography/References/Resources are given but do not relate to the topic and/or the final product.</p> <p>1 mark</p>	<p>No Bibliography/References/Resources given.</p> <p>0 marks</p>
*Evidence of organisational techniques/ skills used (mind mapping/summarising/planning/drafts) to arrange research information into the final product.		<p>Organisational techniques/skills resulted in an excellent project.</p> <p>8-7 marks</p>	<p>Organisational techniques/ skills resulted in a good project.</p> <p>6-5 marks</p>	<p>Organisational techniques/ skills resulted in an average project.</p> <p>4-3 marks</p>	<p>Organisational techniques/skills resulted in an elementary project.</p> <p>2-1 marks</p>

Stage two: Writing

- Select your character.
- You must write in the correct format
- The word count is 50 -60 words per entry. You must have a minimum of 7 entries.
- You must include a bibliography at the end to recognise resources used.
- If you type, the font must be Arial 12 and the spacing 1.5 cm.
- Write as a character from the novel.
- Do not simply retell the story. Write as if you are the character and describe how you felt about what you experienced.
- Discuss the character selected.
- Provide examples of events and significant traits of the character.
- Describe how the events impacted on your character?
- Use emotive language to help the reader know your character. Only use emotions that fit with the character.
- Focus only on what is relevant.
- The booklet must be handed in as a final and separate from your mind map, and rough

(30 marks)

WRITING / 30	Very good 5	Good 4	Average 3	Elementary 2	Poor 1
Planning/ Follow writing process	Thorough planning, good introduction, body and closing.	Good planning, introduction, body and closing.	Average planning. Introduction, body and closing that results in a piece of writing that is acceptable, but not extra-ordinary.	Limited evidence of planning. Attempted introduction and closing.	No planning done. No introduction and closing.
Format and structure	Excellent adherence to format used	Good adherence to format used	Average adherence to format used	Basic adherence to format used	No or limited adherence to format used
Adherence to topic	Handling of topic shows excellent relevance and originality	Handling of topic shows good relevance and originality	Handling of topic average relevance and originality	Handling of topic shows limited relevance and originality	Handling of topic shows no relevance and originality
Creative end- product	Good figurative language used and very imaginative. Excellent language usage	Figurative language used and imaginative. Good language usage	Average figurative language used and fairly imaginative. Average language usage	Limited figurative language, imagination. Basic language usage	No figurative language or imagination used. Poor language usage
Language structures and conventions	Excellent use of vocabulary, sentence structure, spelling and punctuation	Good use of vocabulary, sentence structure, spelling and punctuation	Average use of vocabulary, sentence structure, spelling and punctuation	Basic use of vocabulary, sentence structure, spelling and punctuation	Poor use of vocabulary, sentence structure, spelling and punctuation
Editing and proof of editing	Very good editing	Good editing	Average editing	Elementary editing	No editing done at all

Stage three: Oral Presentation

- Prepare the oral presentation based on the research you did on a literary genre and the topic you have chosen.
- You will need to explain the character you have chosen and what experiences were shared in the journal/booklet.
- You may use a visual cue that compliments your journal.
- Do not read cue cards- you may use cue cards to help you remember only.

Your presentation will focus on the following:

- Good opening/ introduction to the genre and approach you have taken with the topic regarding the research done.
- How well you pronounce and articulate your words and use of punctuation.
- Use of resources/ visual cues to create a good presentation. Your oral presentation should be written out.
- Presentation skills, how well you prepared and know your presentation.

(20 marks)

Please note: The mark for the oral section of the project will be used as the oral mark in term 4.

Speaking ____ / 20	Very good 5	Good 4	Average 3	Unsatisfactory 2	Not achieved 1
Introduction of topic and research	Very good introduction of the topic and very good research done	Good introduction of the topic and good research done	Average introduction of the topic and average research done	Unsatisfactory introduction of the topic and limited research done.	Poor introduction of the topic and limited to no research done
Pronunciation and articulation	Very good pronunciation and very good use of articulation	Good pronunciation and good use of articulation	Average pronunciation and relative good use of articulation	Unsatisfactory pronunciation and limited use of articulation	Poor pronunciation and no use of articulation
Appropriate body language	Body language used very well during the presentation	Body language used well during the presentation	Average use of body language during the presentation	Unsatisfactory use of body language during the presentation	Body language inappropriate for the presentation
Use of resources, visual cues to create a good presentation	Very good use of resources	Good use of resources	Average use of resources	Unsatisfactory use of resources	Limited to no use of resources

Senior Phase Project: Developed by the Intersen Phase of Gauteng Province.