



Hamid's The Reluctant Fundamentalist 2008

DEVELOPING
CONTEXT

Research and Presentation Objectives

1. Research and analyze the novel's historical context
2. Develop authorial context about Moshin Hamid as an author
3. Use historical context to compare and contrast how different groups receive this text

What does OPCVL stand for?

Why do you 'OPCVL' in the library?

O-Origin

P-Purpose

C-Content

V-Values

L-Limitations

Historical Context Jigsaw: Topic Selection—one per person

1. Outline the background and point of view of Moshin Hamid, our author. Explain how have his texts been critically received.
2. Analyze the relationship between India and Pakistan prior to 2001.
3. Analyze the relationship between Pakistan and the US in 2001.
4. Outline the background of the 9/11 hijackers and the events of that day on the East Coast.
5. To what extent was 9/11 a catalyst for the US invasion of Iraq in 2003?
6. To what extent was 9/11 used as political justification for US's 2003 Iraq invasion?

Historical Context Jigsaw: Your Tasks

After researching using valid sources, prepare a **five-minute presentation** (PowerPoint) on your assigned topic. Students will present their research to their table group and take questions.

You will need to hand in an already printed, single-page of notes for your presentation to Matheny.

Scoring Criterion: Total: _____(20)

Prepared and ready to present on time _____(3)

Accurate information: Criterion C (next slide) _____(5)

Relevance and quantity of information _____(4)

MLA formatted “Works Cited” slide _____(3)

Poised and audible: Criterion D below (next slide) _____(5)

Historical Context Jigsaw: Small-Group Presentation Rubric

<p>C: <u>Organization and development</u> How well organized, coherent and developed is the presentation of ideas?</p>	<p>0 The work does not reach a standard described by the descriptors to the right.</p>	<p>1 Ideas have little organization; there may be a superficial structure, but coherence and development are lacking.</p>	<p>2 Ideas have some organization, with a recognizable structure; coherence and development are often lacking.</p>	<p>3 Ideas are adequately organized, with a suitable structure; some attention is paid to coherence and development.</p>	<p>4 Ideas are effectively organized, with very good structure, coherence and development.</p>	<p>5 Ideas are persuasively organized, with excellent structure, coherence and development.</p>
<p>D: <u>Language</u> -How clear, varied and accurate is the language? -How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the commentary.)</p>	<p>0 The work does not reach a standard described by the descriptors to the right.</p>	<p>1 Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.</p>	<p>2 Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the commentary.</p>	<p>3 Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the commentary.</p>	<p>4 Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the commentary.</p>	<p>5 Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the commentary.</p>