

**ENGLISH
FIRST**

**ADDITIONAL
LANGUAGE**

Grade 12

**Literature
Module:**

My Children!

My Africa!

LESSON PLAN

A message from the NECT

National Education Collaboration Trust (NECT)

DEAR TEACHERS

This learning programme and training is provided by the National Education Collaboration Trust (NECT) on behalf of the Department of Basic Education (DBE). We hope that this programme provides you with additional skills, methodologies and content knowledge that you can use to teach your learners more effectively.

WHAT IS NECT?

In 2012 our government launched the National Development Plan (NDP) as a way to eliminate poverty and reduce inequality by the year 2030. Improving education is an important goal in the NDP which states that 90% of learners will pass Maths, Science and languages with at least 50% by 2030. This is a very ambitious goal for the DBE to achieve on its own, so the NECT was established in 2015 to assist in improving education.

The NECT has successfully brought together groups of people interested in education so that we can work collaboratively to improve education. These groups include the teacher unions, businesses, religious groups, trusts, foundations and NGOs.

WHAT ARE THE LEARNING PROGRAMMES?

One of the programmes that the NECT implements on behalf of the DBE is the 'District Development Programme'. This programme works directly with district officials, principals, teachers, parents and learners; you are all part of this programme!

The programme began in 2015 with a small group of schools called the Fresh Start Schools (FSS). Curriculum learning programmes were developed for Maths, Science and Language teachers in FSS who received training and support on their implementation. The FSS teachers remain part of the programme, and we encourage them to mentor and share their experience with other teachers.

The FSS helped the DBE trial the NECT learning programmes so that they could be improved and used by many more teachers. NECT has already begun this scale-up process in its Universalisation Programme and in its Provincialisation Programme.

Everyone using the learning programmes comes from one of these groups; but you are now brought together in the spirit of collaboration that defines the manner in which the NECT works. Teachers with more experience using the learning programmes will deepen their knowledge and understanding, while some teachers will be experiencing the learning programmes for the first time.

Let's work together constructively in the spirit of collaboration so that we can help South Africa eliminate poverty and improve education!

www.nect.org.za

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Introduction

Welcome to the NECT FET EFAL Learning Programme!

This learning programme is designed to support you as you teach EFAL language, literature and writing in the FET phase.

As part of this learning programme, you will be given the following materials:

- 1** A Tracker to help you plan lessons and track curriculum coverage (Terms 1–4)
 - 1.1** This document breaks down each approved textbook into CAPS aligned lessons.
 - 1.2** It also integrates the use of the NECT lesson plans.
 - 1.3** This tracker is an incredibly useful tool to ensure that you teach all prescribed lessons, using either an approved text book or the NECT lesson plans.
- 2** A Lesson Plan per Literature Set Work (Terms 1–3)
 - 2.1** A set of lesson plans has been developed around each of the Grade 10–12 literature set works.
 - 2.2** These lesson plans cover all the Literature and Writing & Presenting requirements, as well as most of the Reading & Viewing requirements.
 - 2.3** By implementing these lesson plans, you can be assured that you are complying with CAPS in terms of Literature and Writing & Presenting, and that you are covering most of the Reading & Viewing curriculum requirements.
 - 2.4** All other lessons are included in the Tracker and can be found in your approved text book and teacher's guide.
- 3** A Resource Pack per Literature Set Work (Terms 1–3)
 - 3.1** One resource pack is provided for each of the Grade 10–12 literature set works.
 - 3.2** These packs include theme tables, flashcard words and images.
 - 3.3** These resources should be displayed in the classroom as the set work is taught.
- 4** A Summary of each Set Work,
 - 4.1** All summaries are structured in the same way.
 - 4.2** The summaries include key information to help learners revise and prepare for exams.
- 5** The prescribed set works for Grade 12 FAL (2019) are as follows:

GENRE	TITLE	AUTHOR / EDITOR
Novel	Strange Case of Dr Jekyll and Mr Hyde	Robert Louis Stevenson
Novel	Cry, the Beloved Country	Alan Paton
Drama	Macbeth	William Shakespeare
Drama	My Children! My Africa!	Athol Fugard
Poetry	Voice of the Land Poetry Anthology	B. Walter
Short Stories	Changes: An Anthology of Short Stories	B. Walter

Caps Compliance and Notional Time

In Grades 10–12, learners are required to complete a study of two literature set works over the course of the year. Teachers must select these set works from two different genres. In this learning programme, lesson plans have been developed for each of the Grade 10–12 set works.

These lesson plans can either be implemented consecutively (recommended), or simultaneously, by switching between the genres for each two-week cycle.

The tables below illustrate the two different approaches to implementation, together with the benefits of each approach.

APPROACH 1: CONSECUTIVE IMPLEMENTATION OF GENRES

WEEKS	TERM 1	TERM 2	TERM 3	TERM 4
1	GENRE 1 (10 WEEKS)	GENRE 1 (4 WEEKS)	GENRE 2 (10 WEEKS)	GENRE 1
2				REVISION
3				
4				GENRE 2
5		REVISION		
6		GENRE 2		
7		(4 WEEKS)		
8				
9				
10		EXAM WEEKS		

BENEFITS OF CONSECUTIVE IMPLEMENTATION

- By using this approach, learners will engage with one genre for 14 consecutive weeks, followed by another genre for the next 14 weeks.
- This intensive approach provides the opportunity for learners to develop a deep understanding and knowledge of the genre, the text/s, the themes and the related vocabulary.
- By using this approach, learners will have completed their study of the first genre, and will have spent four weeks on the second genre, prior to the mid-year examination.

APPROACH 2: SIMULTANEOUS IMPLEMENTATION OF GENRES

WEEKS	TERM 1	TERM 2	TERM 3	TERM 4
1	GENRE 1	GENRE 2	GENRE 2	GENRE 1
2				REVISION
3	GENRE 2	GENRE 1	GENRE 1	GENRE 2
4				
5	GENRE 1	GENRE 2	GENRE 2	REVISION
6				
7	GENRE 2	GENRE 1	GENRE 1	EXAM WEEKS
8				
9	GENRE 1	EXAM WEEKS	GENRE 2	
10				

BENEFITS OF SIMULTANEOUS IMPLEMENTATION

- By using this approach, learners will engage with two genres in alternating cycles for 28 weeks.
- By using this approach, learners will have spent eight weeks on each genre before the mid-year examination.

A routine for each two-week cycle

CAPS specifies 9 hours in a two-week cycle for FET EFAL. CAPS suggests that this time be utilized as follows:

- Listening and Speaking: one hour
- Reading & Viewing: four hours
- Writing and Presenting: three hours
- Language Structures and Conventions: one hour

In this programme, it is recommended that teachers follow a regular routine for the two-week cycle, as this has been shown to improve time-on-task and curriculum coverage. The following two-week routine, as used in the accompanying Tracker, is recommended:

FIRST WEEK IN A CYCLE			
Lesson 1	Text Book	Listening & Speaking	One hour
Lesson 2	Text Book	Reading & Viewing	One hour
Lesson 3	Lesson Plan	Reading & Viewing	One hour
Lesson 4	Lesson Plan	Reading & Viewing	One hour
Lesson 5	Text Book	Language Structures & Conventions	Half hour

SECOND WEEK IN A CYCLE			
Lesson 1	Text Book	Writing & Presenting	One hour
Lesson 2	Lesson Plan	Writing & Presenting	One hour
Lesson 3	Lesson Plan OR Text Book	Reading & Viewing Catch Up	One hour
Lesson 4	Lesson Plan	Writing & Presenting	One hour
Lesson 5	Text Book	Language Structures & Conventions	Half hour

As you can see, the emphasis in the first week of the cycle is on receptive language, and the emphasis in the second week of the cycle is on expressive language.

Lesson Plan Components

- These lesson plans cover most of the Reading and Viewing, Literature and Writing and Presenting components of CAPS.
- The remaining CAPS requirements are covered by lessons in the approved text books.
- Use the provided Tracker to successfully integrate the use of the lesson plans and text book, and to ensure successful curriculum coverage.

Reading and Viewing: Literature

- 1 All literature requirements are covered by this programme.
- 2 The programme is presented in 2 × 1-hour lessons per cycle.
- 3 This is slightly more than the CAPS allocation for literature, because the programme covers some of the CAPS comprehension requirements.
- 4 Another 1-hour per cycle for READING & VIEWING should be used to cover the other CAPS reading and comprehension skills. Use the Tracker and an approved text book to cover these lessons.
- 5 In the second week of each cycle, one READING & VIEWING lesson is left free for you to complete a lesson of your choice – either from the lesson plans, or from the text book.

Writing and Presenting: Process Writing

- 1 CAPS specifies either one or two writing tasks per cycle.
- 2 This programme covers one writing task per cycle.
- 3 All writing lessons are structured as process writing.
- 4 All writing tasks are structured as FATs, and include the appropriate rubric. This allows you to include your choice of writing tasks as part of the formal assessment programme.
- 5 For the remaining writing lessons that are not covered by the programme, lessons can be sourced from the approved textbooks.

An Approach to Teaching Literature Through Discussion

Literature is complex – there are many ideas to think about in each of the prescribed texts. Literature is not just about memorising the plots or the events in the story. Rather, when we are reading literature, we should be connecting the thoughts, feelings and ideas we find in the text, to our own lives. Literature ultimately should help us understand more about the human condition – about how people live, about the struggles humans face, and about the feelings we have that connect us all.

Discussion is an important part of teaching literature. Many texts we read bring up issues that relate to our own lives. Some of these issues are personal issues, some of these issues pertain to broader, societal issues. For example, a story about a young girl whose father wants her to stay at home rather than go to school can bring up issues of gender roles, inequality and women’s rights. The texts we read in literature should help us to consider questions about our society, for instance:

Is this part of our society ethical? What does this character’s belief / or action say about our society? Do I think this is right or wrong? In addition, the texts we read should help us think about and reflect on our own lives and beliefs.

We have to discuss texts in an open-ended way. This means that teachers must ask questions that allow for a variety of thoughts and opinions to be expressed – not just right or wrong answers. Hearing other peoples’ ideas and interpretations of the text is important!

Teaching literature through effective discussion will allow learners to:

- Learn and use new language in context
- Critically think about many issues
- Form opinions and arguments to support their opinions
- Substantiate their arguments with evidence from texts

The following are some helpful tips on how to lead effective discussions about literature in your own classroom:

1. Asking good questions

The type of questions teachers ask can lead to lively, interesting discussions. However, not every question leads to a good discussion. This section helps you think about different types of questions.

1.1 CHECKING FOR UNDERSTANDING

Some questions help us to check for understanding, or for basic comprehension of the text. These questions are not discussion questions. Their purpose is different – it is to check that

the learners in our classrooms have a basic understanding of what is happening in the text. It is important to check for understanding – we must make sure learners know what is happening in the text. However, these questions shouldn't be the only questions that we ask our learners.

Some examples of questions that help us to check for understanding are:

What happened after...?

Who went to...?

Where did...?

When did...?

1.2 DEEPER THINKING / OPEN-ENDED QUESTIONS

Deeper thinking questions are questions about the text that do not have just one correct answer. Often, a deeper thinking question is a question in which learners must analyse the text to give an answer that is not explicitly stated in the text. In other words, learners must make an inference.

Deeper thinking questions help to lead to a discussion because these are questions we can have different opinions or ideas about. A discussion happens when one learner answers the question with their own ideas or opinions, and the next learner is able to agree or disagree with them, without being right or wrong. In these lesson plans, you will see that we have helped to provide you with deeper thinking questions for discussion, and for learners to use in their journals.

Some examples of deeper thinking or open-ended questions are:

Why did...?

How did...?

What would have happened if...?

What do you think it meant when...?

1.3 MAKING CONNECTIONS

Making connections is an important strategy when thinking about and analysing literary texts. When we make a connection, we think about how a text relates to our own lives, community, or society. This helps us to think about the broader themes and issues that are presented in the text. The reader must think about how events or characters in the text are similar or different to their own experience. The reader must often use his/her ability to make inferences, especially about characters' thoughts and feelings, in order to make connections.

Some examples of connection questions are:

What would you do if...?

How is this different from / similar to...?

Would you make the same decision as...?

When have you seen or experienced this in your own life?

1.4 FORMING OPINIONS

An opinion question is a question that asks learners to take a position on something. They must decide and give reasons for their answers to a question. It is important to ask readers what they think or feel about a text, and then to ask them why. In literature, our opinions must be backed up and supported by the text. We must help learners to form supported opinions in their writing and in classroom discussions.

Some examples of opinion questions are:

Did you agree with...?

Why do you think ...?

What did you think when...?

Do you think people should act like...?

2. Leading a discussion

Leading an effective discussion is a sophisticated and complex skill. Teachers must learn and practice many different strategies in order to make discussions meaningful learning experiences for learners. These strategies include:

2.1 PAUSING

Pausing is an important strategy for building discussion. Sometimes, we as teachers ask a question and feel frustrated when someone does not answer the question right away. Answering a question can be difficult. We want learners to have the chance to THINK before they answer. Silence after a question is okay. Get into the habit of asking a question and then counting silently to 10 in your head. If no one has raised their hand, ask the question again. Then, try to re-phrase the question (to ask the same question in a different way).

2.2 DIRECTING AND DISTRIBUTING

We must direct questions to specific learners and distribute questions fairly across all learners in the classroom. A common error that teachers make is to direct questions at only a few (usually very clever) learners in the classroom. We need to get out of this habit – we need to make sure we are involving all learners in classroom discussions.

We all know that there are learners in our class who are always eager to answer questions. We want to make sure that learners who are confident, vocal, and eager get the chance to share their ideas. However, in a discussion, it is important that as many learners as possible

get a chance to speak. We can ask for volunteers in a discussion, and give those volunteers a chance to speak. We can also cold-call learners who have not volunteered.

When we cold-call learners, it means we call on them by name to answer a question, even though they haven't volunteered. If learners know they might be called on at any time, it helps them to stay more focused and engaged during discussions. As the teacher, you must make sure that you cold-call on learners who do not normally volunteer to speak. Over the course of a week or two, you should try to make sure that every learner in your class has the opportunity to speak.

2.3 PROMPTING AND PROBING

Sometimes, a learner answers a question, but the answer is incomplete. Or, sometimes the learner needs a little bit of help to answer the question. We can use prompting to provide hints, clues, or to help the learner in the right direction. Probing questions help us to get the learner to say more about their ideas. When we probe, we ask an additional question of the learner, to try and help the learner to unpack what he/she wants to say.

3. Discussion strategies

Whole class discussion is one useful discussion technique. This is when the teacher asks questions of the whole class, and then learners must raise their hands to respond. However, as teachers, we tend to overuse this strategy.

Below is a list of a few different discussion strategies that you can use in your classroom.

Please note that before using each strategy, you must explicitly teach the strategy to the class. You must also introduce the rules or guidelines that learners must follow when using each strategy.

These strategies are included in the lesson plans. Introduce and teach each strategy the first time it is mentioned in a lesson plan. If you spend some time teaching the strategy properly, it will be very easy to use the strategy again and again, at different times.

3.1 TURN AND TALK

- 3.1.1** Ask the discussion question.
- 3.1.2** Instruct learners to think about their answers / opinions of this question.
- 3.1.3** Give learners a few seconds to quietly think.
- 3.1.4** Instruct learners to turn to a partner (someone next to them).
- 3.1.5** Ask the discussion question again.
- 3.1.6** Instruct learners to discuss their answer / opinion with their partner.
- 3.1.7** Remind learners to give both partners a chance to speak.
- 3.1.8** After learners have discussed with their partner, instruct the whole class to come back together.
- 3.1.9** Ask learners:
 - What did your partner say?

- Did you and your partner agree or disagree? Why?

1.1.10 Discuss.

3.2 EVERYONE WRITES

3.2.1 Ask the discussion question.

3.2.2 Instruct learners to think about their answer / opinion of this question.

3.2.3 Hand out paper (this can be piece of scrap paper).

3.2.4 Instruct learners to write their response to the question on this paper.

3.2.5 Give learners a few minutes to write. This gives learners a few minutes to really think about and develop their response.

3.2.6 Call on learners to discuss their responses. OR

- Instruct learners to pass this paper to another learner (everyone can pass to the left or learners can swap papers with a neighbour).
- Instruct learners to read the response they have received.

3.2.7 Ask learners:

- What did you think about the response you read? Why?
- Was the response you read the same as or different from your response? How?
- Did the response you read change your ideas or opinions? Why? How?

3.2.8 Discuss.

3.3 PASS THE PAPER

3.3.1 Split the learners into small groups with no more than 5 or 6 learners in each group.

3.3.2 Give each group a piece of paper with a different character or topic written on it.

3.3.3 Each small group must work together to write down what they know / what ideas they have about that character or topic.

3.3.4 Give the small groups a few minutes to discuss and write down their ideas.

3.3.5 Then, instruct the small groups to pass their papers clockwise to the next small group.

3.3.6 Instruct learners to read the notes that have been written so far, and to then add their own ideas to this.

3.3.7 Continue until each group has written on each piece of paper.

3.3.8 Read through the final papers with the whole class – let them see how much they collectively know and understand about the character or topic.

3.4 CONCENTRIC CIRCLES

3.4.1 Learners stand in two circles (an inner and an outer circle). The learners must face each other. Each learner should be looking at another learner.

3.4.2 Ask a discussion question.

3.4.3 Instruct learners in the inner circle to answer the question whilst their partner from the outer circle listens.

3.4.4 Repeat the question.

- 3.4.5 Instruct the learners in the outer circle to answer by adding something different to that which their partner said.
- 3.4.6 After both partners have had an opportunity to answer the question, instruct the inner circle to rotate clockwise to find a new partner.
- 3.4.7 Repeat with another question.

3.5 FIVE MAIN POINTS

- 3.5.1 Instruct each learner to write down five main points after reading a text. These points can be facts, ideas, or opinions.
- 3.5.2 Give learners a few minutes to write their points.
- 3.5.3 Split the learners into small groups with no more than 5 or 6 learners in each group.
- 3.5.4 Explain that each group must now make a list of the five most important points.
- 3.5.5 Each small group must discuss their individual lists, and must narrow their 25 / 30 points down to the five most important points about the text.
- 3.5.6 Give the small groups time to work out their final list of five points.
- 3.5.7 Instruct each group to decide on a speaker.
- 3.5.8 Call the class back together.
- 3.5.9 The speaker for each group shares the group's final list.
- 3.5.10 If time permits, the class can then discuss the lists and decide on the five most important points for the class.

3.6 FOUR CORNERS

PREPARATION: Display the following categories in four corners of the room:

- strongly agree
- agree
- disagree
- strongly disagree

(You can write each of these on A4 paper and use Prestik to stick them up.)

- 3.6.1 Make a statement about the text.
- 3.6.2 Explain that learners must think about whether they strongly agree, agree, disagree, or strongly disagree with your statement and why.
- 3.6.3 Instruct learners to walk to the corner of the room that has the sign that describes their feelings.
- 3.6.4 Next, give the learners in each corner a few minutes to talk amongst themselves, to discuss why they have chosen what they did.
- 3.6.5 Call on a learner in each corner to explain why they are there and their collective opinions.

3.7 MINI DEBATES

- 3.7.1 Assign a debate topic that relates to the text / themes in the text.
- 3.7.2 Instruct learners to think of points for and against the topic.

- 3.7.3** Give learners a few minutes to quietly think and write.
- 3.7.4** Instruct learners to turn to a partner (someone next to them).
- 3.7.5** Assign the person on the left to argue for and the person on the right to argue against.
- 3.7.6** Give learners time to debate with their partner.
- 3.7.7** Remind learners to give both partners a chance to speak
- 3.7.8** After a few minutes instruct learners to switch positions. They must now argue against if they had been arguing for, and argue for if they had been arguing against (this gives learners the chance to see an issue / idea can have many sides).
- 3.7.9** After learners have debated with their partners, instruct the whole class to come back together.
- 3.7.10** Ask learners:
- What were the points against?
 - What were the points for?
 - What is your opinion about this topic?
- 3.7.11** Discuss.

4. Creating a safe space for effective discussion

Effective discussion will only take place if learners feel safe and confident enough to participate. It is up to you, as the teacher, to create the kind of atmosphere that will promote discussion.

Below are some tips to help you with this important challenge:

- 4.1** Work constantly to create the atmosphere that you want in your classroom. It takes time for teachers and learners to understand and adopt the behaviours required for a safe, positive classroom. Don't give up if it doesn't happen straight away – keep working towards creating a feeling of emotional safety in your classroom.
- 4.2** Display learners' work. Ask learners to rewrite successful poems, essays and other pieces of writing. Display this work on the classroom walls for other learners to read. This will show learners that you value and appreciate their work. It will also give learners a sense of ownership of their classroom.
- 4.3** Establish and implement rules. Work out a set of classroom rules – it is a good idea to do this together with the class. Try to phrase your rules in the positive. For instance, instead of saying, 'Do not speak when others are speaking', try saying, 'Respect the speaker by listening quietly'. Get all learners to 'accept' the rules, and to agree to abide by them. You can ask learners to sign the rules to show their commitment.
- 4.4** Establish and implement consequences. Once you have a set of rules, work out a set of consequences. Again, these consequences should preferably be positive, for instance, 'If everyone in the class complies with all rules for a week, we will have an extra 10 minutes of break on Friday'. Also have a set of negative consequences for serious offences. If a learner behaves really badly, particularly in a way that makes another learner feel bad or unsafe, you need to implement consequences. Learners need to

know that you will take action against harmful behaviour. If you do not do this, it will be difficult for learners to trust you.

- 4.5** Correct mistakes clearly, but in a gentle manner. When learners make mistakes, thank them for trying, but point out that a mistake has been made. Correct the mistake by repeating what has been said, but correctly. Do this clearly and quickly, and then move on. Do not labour the point – learners must see that it is perfectly acceptable to make a mistake. Do not allow other learners to laugh at or ridicule a learner who makes a mistake.
- 4.6** Tell learners if you do not know something. Learners appreciate it when teachers are honest, and say things like, ‘I’m not really sure. Does anyone else know? Should we look up the answer?’
- 4.7** Stay calm and try not to lose your temper. Once a teacher loses his or her temper with a learner or with the class, it takes a long time to regain the feeling of safety and trust. Try to leave the room, or count to ten before shouting.
- 4.8** Try to always be kind and patient. If you model kindness and patience, learners will trust you and will be more open with you. They will also start to behave in the same way.
- 4.9** Move around the classroom. As learners work, walk around the classroom. Use this opportunity to stop and look at individual learner’s work. Stop and talk to learners about their ideas and opinions. Look out for problems between learners, and deal with issues that arise. Get to know your learners better.
- 4.10** Deal with problems early on. If tension is building between learners, put a stop to the argument. Then, find time for the learners to talk it out while you mediate.
- 4.11** Let learners see that you can be vulnerable. If you are asking learners to share their experiences, feelings and opinions, it is important for you to do this as well. This is an important way to build trust with your learners. Of course, this must be done appropriately, and must not burden learners in any way. It can be a good idea to share a fear or thought that you had when you were the same age as your learners. This shows learners your vulnerability, but keeps some distance.
- 4.12** Laugh with your learners. If you can find something to laugh about with your learners, do so! This is an excellent way to bond with learners, and to make them feel closer to you. Laughter is also an excellent way to break down tensions, and to get learners to relax.
- 4.13** Leave your problems outside the classroom. Learners pick up on your stress, anxiety and unhappiness, and this can affect them negatively. Try your best to be in the habit of leaving your problems at the classroom door, and focusing on your learners once you are inside the classroom.
- 4.14** Praise your learners for their efforts. This is one of the easiest and most effective behaviours that you can implement. Praise learners not for their achievements, but for their efforts. This will encourage learners to try and do more. This is known as building a ‘growth mindset’. This means that learners believe that they can learn and progress. The opposite of a growth mindset is a ‘fixed mindset’, where learners believe they are born with a certain ability, and that they cannot change this.

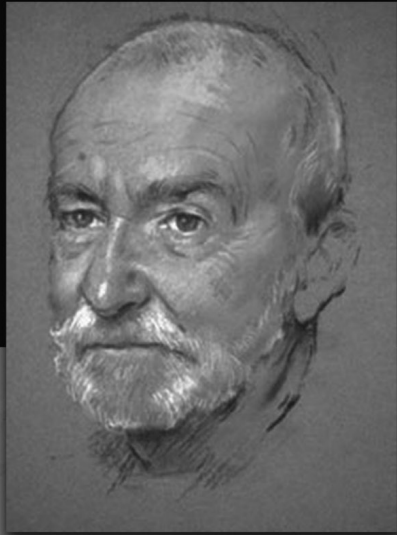
Resource Requirements for Teachers and Learners

TEACHERS MUST HAVE:

- 1** A copy of the novel: 'My Children! My Africa!' by Athol Fugard
- 2** An A4 Lever Arch File to store their Resource Packs for each module
- 3** A dedicated notice board or wall space in the classroom for Literature, to display items from the resource pack, as well as relevant work produced by learners

LEARNERS MUST HAVE:

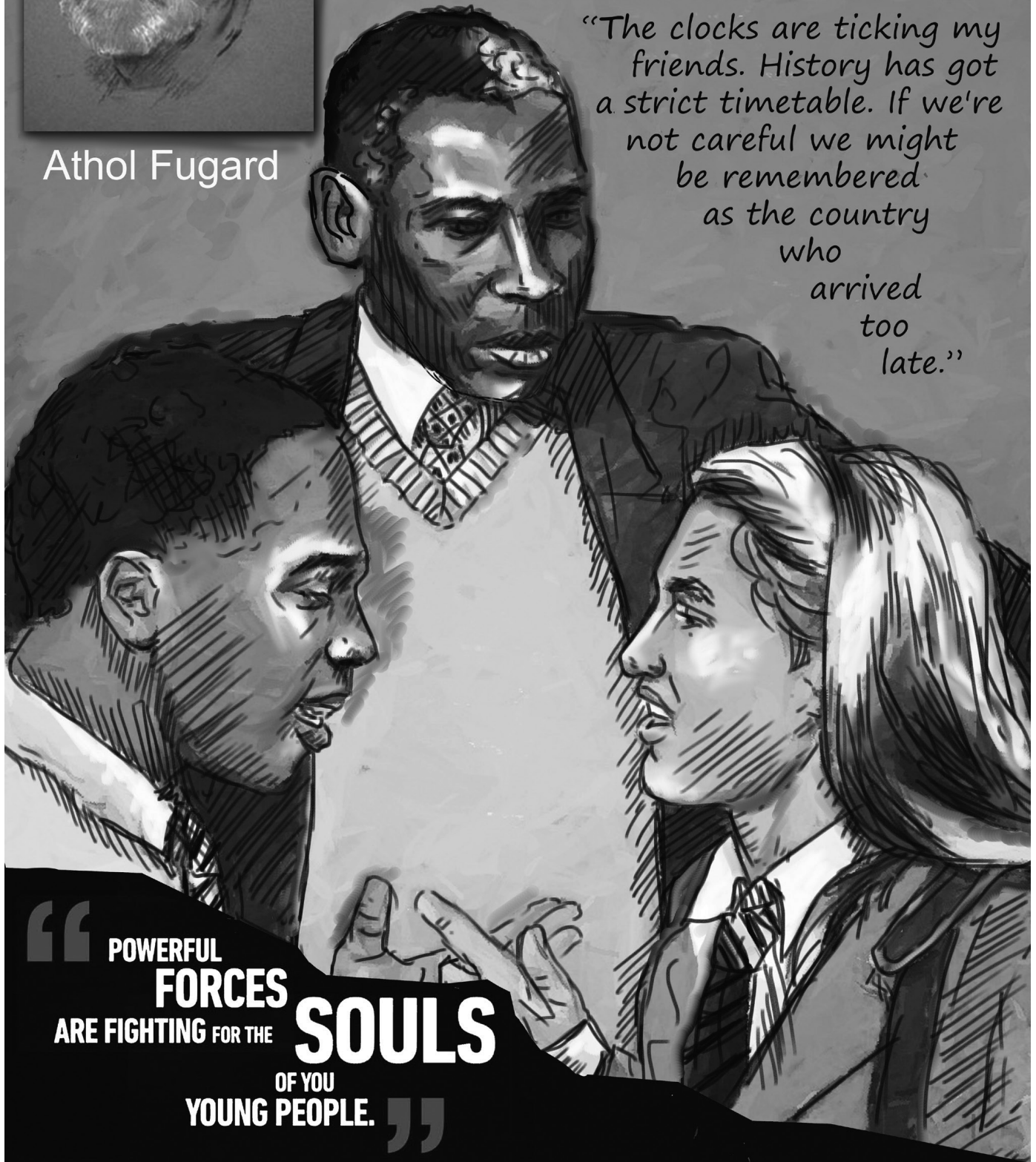
- 1** A copy of the novel: 'My Children! My Africa!' by Athol Fugard
- 2** A dedicated Literature Journal for this programme - this should be an A4 feint and margin lined book, preferably hard cover (4 quire), or at least 72 pages if soft cover
- 3** An EFAL exercise book
- 4** A pen, pencil and ruler



Athol Fugard

MY Children! MY Africa!

"The clocks are ticking my friends. History has got a strict timetable. If we're not careful we might be remembered as the country who arrived too late."



“ **POWERFUL FORCES**
ARE FIGHTING FOR THE **SOULS**
OF YOU
YOUNG PEOPLE. ”

Structure of the drama *My Children! My Africa!* lesson plans

Reading and viewing

- 1** In Grade 12, there are 14 hours available to teach this drama ‘*My Children! My Africa!*’.
- 2** This is done over the course of 2 hours per 2 week cycle, for 7 cycles.
- 3** The teaching of the novel/drama is broken down as follows:
 - a** Cycle 1: 2 hours; pre-reading
 - b** Cycles 2–6: 2 hours; reading
 - c** Cycle 7: 2 hours; post-reading
- 4** Cycle 1, the PRE-READING lesson, is structured as follows:
 - a** An activity is done to set the context
 - b** Journals are set up for the text
 - c** The themes of the text are discussed in groups
- 5** For Cycles 2–6, every READING lesson follows the same structure:
 - a** A section of the novel/drama is read aloud, together with the class.
 - b** NOTE: Please be creative about this. Sometimes the selected section is too long to be read in the class. In this instance, you may decide to use the additional ‘Reading & Viewing’ hour for that week to continue reading. Another alternative would be to ask learners to read that section of text for homework, prior to the lesson. If you have fallen behind and you need to catch up, you may choose to just go through the ‘important developments’ in this section of text. These are listed for you at the start of every lesson.
 - c** The text is read and discussed. Key references and explanations are included in the lesson plan. Character development is indicated by the characters’ names on the tables in the lesson plan. Discussion questions and possible answers are also included at key points in the story.
 - d** This is followed by a concluding discussion. Two discussion questions are posed, and possible answers are provided.
 - e** Two journal questions are posed. Learners write these questions in their journals, and attempt to answer these individually. Possible answers are provided in the lesson plan.
- 6** Cycle 7, the POST-READING lessons include written and/or discussion activities to sum up the engagement with the novel/drama and the themes.

NOTE: The teacher takes learners through many discussion questions orally, before learners are required to write their own, individual answers to discussion questions. This models thought processes and answers for learners. Learners are also learning, hearing and using new vocabulary and language structures in context.

**My Children!
My Africa!**

Reading

CYCLE 1

Pre-reading

Lesson 1: Reading

1. Setting the context

INTRODUCTION:

- 1 Settle learners so that you have their attention.
- 2 Explain that today, we will begin getting ready to read a new text: ‘My Children! My Africa!’ written by Athol Fugard.
- 3 Athol Fugard is a South African playwright, director, actor and novelist, who grew up in Port Elizabeth with English and Afrikaner parents. His plays have political themes and are part of anti-apartheid ‘protest theatre.’ This play is about the school boycotts of the 1980s.

GROUP WORK:

- 1 Divide learners into groups of 4. If you have access to a photocopier, hand out copies of the newspaper article that appears on the next page along with the questions, to each learner, or at least one to each group. If you do not have access to a photocopier, write the questions on the chalkboard and read the article aloud to the class. The article is a slightly shortened version of an article that originally appeared in 1980 in ‘The Christian Science Monitor.’
- 2 When learners finish reading the article, give them time to discuss the two questions that appear at the end of the article.
- 3 Walk around the room and assist struggling groups.

CLASS DISCUSSION:

- 1 Call the class back together.
- 2 Ask each group to share one thought or idea from their discussion.
- 3 Make sure learners understand the following:
 - During the 1980s, young people were leaders in the resistance against Apartheid, especially against Bantu Education.
 - Many children participated in ‘the struggle’ by boycotting school.
 - This means they refused to go to school until the government gave them what they demanded.
 - Their direct demand was for the end of Bantu Education.
 - Bantu Education was a system of education that denied all learners of colour, but especially black learners, high quality education. It allocated much less money to black learners than to any other learners, so they had fewer teachers, bigger classrooms, fewer subjects to choose from, too few desks and textbooks and dilapidated school buildings.

- Bantu Education was not just bad quality education. It was designed to purposefully oppress black people. It deliberately limited the education that black people got, which kept most black people in unskilled jobs that paid less than the skilled jobs that were reserved for white people.
- However, learners' demands went further: they demanded that the whole of Apartheid be eradicated (ended).
- Their slogan was 'Liberation before Education.' This meant that they would commit themselves to fight for freedom, even if that meant that they had to sacrifice their education.
- With time, protests became more violent.
- 'My Children! My Africa!' asks questions about whether or not this was right.
- The events in the play are based on a real newspaper article in 1985 about a teacher who was necklaced (killed) because he was suspected of being a government informer.
- This play was first performed in 1989.

Behind black school boycott in S. Africa: dissatisfaction with Apartheid

<https://www.csmonitor.com/1980/1003/100343.html>

By Gary Thatcher, Staff correspondent of *The Christian Science Monitor*,
OCTOBER 3, 1980

EAST LONDON, SOUTH AFRICA — Nearly 60,000 black schoolchildren are out of classes here in South Africa, where a continuing school boycott and student unrest has led to the shutdown of nearly 80 schools.

An all-too-familiar cycle is being played out as the boycott widens: Pupils make rapidly escalating demands, the government promises reform and orders them back to school, student demonstrations bring out the police, violence results, and there is bitterness and alienation.

Interviews with a number of pupils, parents, school officials, and community activists in eastern Cape Province — the area hardest hit by the unrest — indicate that while dissatisfaction with the educational system may have sparked the current protests, the overriding grievance

is the entire system of racial discrimination in South Africa, known as Apartheid.

'Everyone in South Africa knows what these kids want,' says one high school principal. 'The situation in South Africa doesn't end in the classrooms.'

Typically, initial grievances concern local conditions in black schools.

'The classrooms are not big enough. The toilets are filthy,' says one 18-year-old who is boycotting.

Among his other complaints: His school has 12 classrooms for some 650 students, books are in short supply, there is no equipment for teaching science, the rugby and soccer teams share the same jerseys and the same playing field. School authorities

earlier prohibited the formation of a students' representative council to voice pupil grievances.

But while conditions in the schools provide targets for protest actions, it appears

that the students' grievances go far beyond that. As one analyst puts it, 'What's the use of getting new textbooks if the whole educational system isn't changed?'

Indeed, black students make it clear that they reject the system of 'Bantu education' imposed on them by the white government in 1953. The educational curriculum was specifically designed so that blacks would not be qualified for – and therefore would not aspire to – jobs that would place them in competition with whites.

One student says that even should the government keep its promises of equal education expenditure for all races, 'Bantu education will still be there.'

'What we are taught is not good quality,' he argues.

But, he continues, 'The government – the authorities – don't want to hear what we say. They make themselves deaf. So this [boycotting] is how we show our power.'

And that, in turn, prompts the government to show its power. In the Ciskei, for example, police have been conducting house-to-house searches for pupils. In the Cape and Orange Free State provinces, literally hundreds of pupils have been arrested.

Complaints of police assaults are widespread.

Violence, in the form of stonings and the torching of schools buildings, has flared, resulting in at least four deaths and scores of injuries.

Whether the boycott will spread further – or dissipate – remains an open question.

QUESTIONS:

- 1 What is a school boycott?
- 2 Why were students boycotting school?

JOURNAL SETUP

- 1 Tell learners to take out their exercise books.
- 2 Instruct learners to open their exercise books to the next blank page.
- 3 Instruct learners to make a title page for the text. This should include the TITLE of the text and the AUTHOR of the text.
- 4 Explain that this is where learners will write down all of their THOUGHTS and REFLECTIONS about the text.
- 5 Explain that once learners have made the title page, they must turn to the next page and answer the following questions:
 - a What did you find most interesting about the CONTEXT for this story?
 - b What are you excited to learn more about as we read this story?
- 6 Give learners 10 MINUTES to answer these questions.

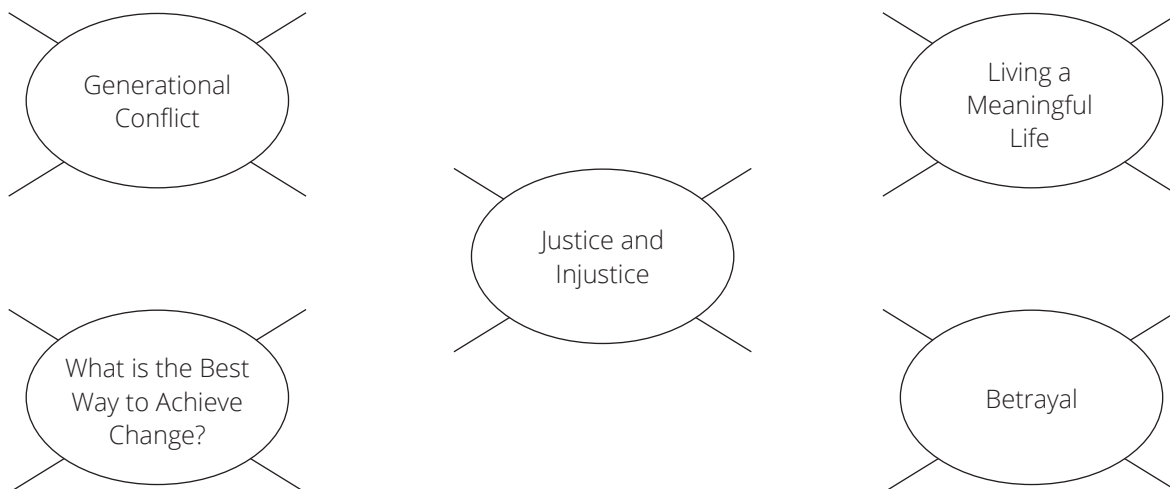
DISCUSSION

- 1 Explain that learners will now DISCUSS the answers to these questions
- 2 They will do this using the 'turn and talk' method.
- 3 This means that each learner will turn to someone next to them and chat in a pair.
- 4 As they chat, walk around and assist struggling pairs.

Lesson 2: Pre-reading

Preparing for this lesson:

- 1 Ensure that this preparation is completed before the lesson.
- 2 Take out the Resource Pack for this module.
- 3 Prepare the **Display Pages** for your notice board, by colouring them, sticking them on cardboard, and laminating or covering them.
- 4 Prepare your notice board or wall display.
- 5 Next, turn to the **Group Theme Pages** in the resource pack.
- 6 Think about how many small groups will be in your class. Each group should have no more than 6 learners.
- 7 Make enough copies for each group to have a copy of the Group Theme Page/s.
- 8 Draw a MIND MAP on the chalkboard for each of the themes, for example:



Introduction:

- 1 Settle the learners so you have their attention.
- 2 Explain that today, learners will learn about the different themes that they will find in the new text.
- 3 Remind learners that a theme is an important idea that runs through a story. (For example: forgiveness or friendship.) The writer may choose to share his or her own personal beliefs and opinions through the theme. The theme of a story sometimes shares a lesson or an important message.
- 4 Explain that learners will work in their small groups today.
- 5 Explain that each group will read about and discuss the themes we will see in the text that we are preparing to read.
- 6 Explain that at the end of each theme discussed, each group will decide on one important idea to add to the mind map for that theme.

- 7 Settle the learners into their small groups.

Group work:

- 1 Give each group a full set of **Group Theme Pages**. For this text, there are 2 pages, covering 5 themes.
- 2 Instruct each group to begin with Theme One: Generational Conflict.
- 3 Give learners 10 minutes to read about and discuss this theme.
- 4 After ten minutes, instruct one group member from each group to come to the chalkboard. These learners must contribute one idea from the group onto the class mind map for Generational Conflict. They must do this by writing one word or phrase on the mind map.
- 5 Repeat this so that each of the themes is discussed.

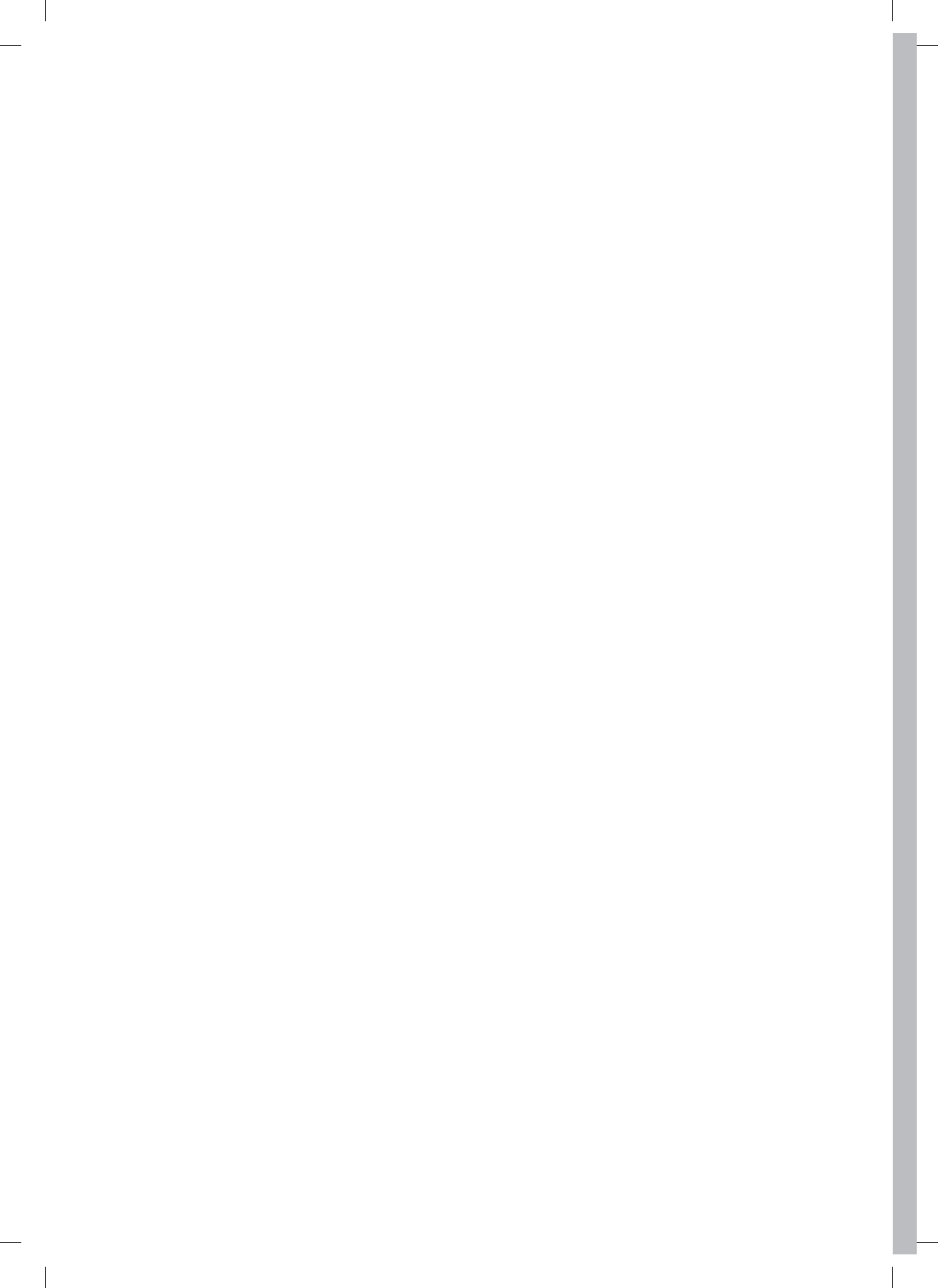
Concluding discussion

- 1 Call the class back together.
- 2 Settle learners so that you have their attention.
- 3 Read the name of the first theme: **Theme One: Generational Conflict**
- 4 Remind learners that this is the conflict that young people and older generations tend to have. This is because they have different ways of doing things, and don't always understand each other.
- 5 Read the MIND MAP for this theme.
- 6 Ask learners: Do you ever feel like your parents or teachers don't understand you? In what ways?
- 7 Read the name of the second theme: **Theme Two: What is the Best Way to Achieve Change?**
- 8 Remind learners that people can either try to change an unjust system slowly, and peacefully or they can choose to change it more quickly through force. Societies have always disagreed about which way is better. People had this debate during Apartheid.
- 9 Read the MIND MAP for this theme.
- 10 Ask learners: Is it ever okay to use violence to protect yourself?
- 11 Read the name of the third theme: **Theme Three: A Meaningful Life.**
- 12 Remind learners that Apartheid led to physical suffering (e.g. police beatings and poverty), but it also led to another kind of suffering: the system denied people of colour the opportunity to realise their full potential. For example, people of colour were not given equal education and were unlikely to be able to attend university.
- 13 Read the MIND MAP for this theme.
- 14 Ask learners: If you had been at school in the 1980s, would you have gone to school and received inferior education, or not gone to school at all (and missed the opportunity to matriculate) to protest against Bantu Education?
- 15 Read the name of the fourth theme: **Theme Four: Justice and Injustice.**

- 16** Remind learners that justice means getting fair consequences for an action. During Apartheid, many people of colour felt that because the political system was unjust, they had to make their own justice. For example, vigilantes punished people for crimes, instead of waiting for the police to do it. This is still common in South Africa today.
- 17** Read the MIND MAP for this theme.
- 18** Ask learners: If the police don't do their job properly, do you think it is okay for ordinary people to take revenge on criminals?
- 19** Read the name of the fifth theme: **Theme Five: Betrayal.**
- 20** Remind learners that this is when you are disloyal to someone you love – you lie to them, cheat on them, give away their secrets or get them into trouble.
- 21** Read the MIND MAP for this theme.
- 22** Ask learners: What is the right way to respond when someone you care about betrays you?

DRAMA:	My Children! My Africa!
THEME 1:	Generational Conflict
EXPLANATION OF THEME:	It is common for young people to feel frustrated by older generations. Young people have new ways of seeing and doing things. Older people don't always approve of or understand their ideas. For example, older generations sometimes struggle to understand why young people spend so much time on their phones. At the same time, older people have wisdom and experience that young people don't always value. For example, older people know what it's like to look for a job, so their advice about studying and taking academics seriously is based on experience.
DISCUSSION QUESTION/S:	<ol style="list-style-type: none"> 1 Do you ever feel like your parents or teachers don't understand you? In what ways? 2 Do your parents compare your behaviour to how they behaved when they were young? 3 When you grow up, do you think you will see things the same way that your children will?
THEME 2:	What is the Best Way to Achieve Change?
EXPLANATION OF THEME:	<p>Is it better to take many small steps within the system, or bring about revolution that changes the system completely?</p> <p>Is it better to use words and ideas to convince oppressors that they are wrong, or to defeat them with weapons? Is it worth trying to change a system from inside, even if that will cause your suffering to continue for much longer?</p>
DISCUSSION QUESTION/S:	<ol style="list-style-type: none"> 1 If someone bullies and beats you, do you think it's better to fight back by hitting them back or to use words to convince them to stop? 2 Is it ever okay to use violence to protect yourself?
THEME 3:	Living a Meaningful Life
EXPLANATION OF THEME:	Apartheid was a system that led to a lot of wasted potential, as it made it very difficult for people of colour, especially black people, to get a decent education. Then in the 1980s, learners protested against Bantu Education by boycotting school. This meant that they stopped going to classes. This caused many young people to lose out on even the little education that was available to them. Many of

	<p>them could not fulfil their potential i.e. by following the careers that they wanted. Many of them were trapped in low-paying jobs and felt frustrated because in order to free the country, they had to give up the opportunity to fulfil their academic and career potential.</p>
DISCUSSION QUESTION/S:	<ol style="list-style-type: none"> 1 Do you think some education – even if it's worse than other people receive – is better than no education? 2 If you had been at school in the 1980s, would you have gone to school and received an inferior education, or not gone to school at all as a protest against Bantu Education (and therefore missed out on the opportunity to matriculate)?
THEME 4:	Justice and Injustice
EXPLANATION OF THEME:	<p>How can people get justice within an unjust system? If the legal system doesn't provide justice for some people, is it okay for people to punish criminals themselves?</p> <p>When ordinary citizens find and punish people they see as criminals, (without involving police, courts, trials or evidence), we call this 'vigilantism' or 'mob justice'. Is vigilantism acceptable?</p> <p>Example 1: Imagine that someone steals your phone. You know who he is, what he looks like and where he lives. However, the police refuse to arrest him because he pays them bribes. What should you do? Should you try to convince the police to behave differently? Should you find someone to beat him up and get your phone back? Should you forget about the whole thing?</p> <p>Example 2: Imagine that a crowd of people arrives at your door. They are very angry. They say that your brother raped someone in the community. They don't trust that the police will manage to arrest him, or that the courts will manage to convict him. They are tired of watching rapists go unpunished, and they are here to punish him themselves. However, you know that your brother is innocent, because on the day of the rape he was with you. They have the wrong man. However, they refuse to listen to you. They drag him out of the house and beat him. Do you think the crowd was right? Do you think your answer to that question would have been different if he had been guilty? How can a mob work out if someone is innocent or guilty? Do you think vigilantism is acceptable?</p>
DISCUSSION QUESTION/S:	<ol style="list-style-type: none"> 1 If the police don't do their job properly, do you think it is okay for ordinary people to take revenge on criminals? 2 Is this still okay even if you know that sometimes they will take revenge on the wrong people (i.e. innocent people)?
THEME 5:	Betrayal
EXPLANATION OF THEME:	<p>Betrayal is when you are disloyal to someone you love – you lie to them, cheat on them, give away their secrets or get them into trouble. What is the right way to respond when someone you care about betrays you? Are there situations that make betrayal understandable?</p> <p>When someone betrays their country, it is called 'treason.' It is a very serious crime and results in a harsh punishment. Do you think betraying your country is the same as betraying a friend? Which is worse?</p>
DISCUSSION QUESTION/S:	<ol style="list-style-type: none"> 1 Have you ever been betrayed? How did it feel? Have you ever betrayed someone? Why? 2 How should we react when someone betrays us? 3 Would you betray someone if you believed that by doing so you were actually helping them in the long run?



**My Children!
My Africa!**

Reading

CYCLE 2

Reading

Lesson 3: Reading

Preparing for this lesson

- For this lesson, you will read Act 1 Scene 1: pages 41 to 51. (NOTE: this lesson requires 10 pages of reading. The next lesson only requires 4 pages. So if you don't finish everything in this lesson, simply finish it in the next one.)
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto Post-its and stick these into your book.

Important developments

In this section of the text, the following main events take place:

- 1 Isabel wins the debate against Thami at Zolile High School.
- 2 Isabel and Thami chat and start to get to know each other.

In this section of the text, the following themes develop as follows:

THEME:

Justice and Injustice

DEVELOPMENT:

This is a play about racial injustice and how to respond to it. Fugard starts the play with a debate about a different kind of injustice: gender injustice (injustice for women). This makes us think about issues of justice generally, before he introduces content about Apartheid.

Thami and Isabel feel differently about education. Isabel attends a well-resourced white school, and she enjoys her time there. Thami has to settle for inferior Bantu Education, and he is angry about the injustice of the situation.

THEME:

Generational Conflict

DEVELOPMENT:

Thami expresses frustration that Mr M assumes what is best for him without asking him about his own ideas and goals.

In this section of the text, the following style or structural elements have importance:

- 1 **Debate:** The first few pages are the debate between Thami and Isabel, so we read their speeches as if we are listening to their debate.
- 2 **Register:** After that, they chat with each other and the language is far more informal (casual). We can describe this as 'informal register.'
- 3 **Symbol:** Throughout the play, Mr M expresses his love of words, ideas and discussion. He believes that these are the tools we should use to achieve change in the world. His dictionary is a symbol of this. Fugard introduces the dictionary right in the first scene to emphasise this.

Reading and discussion:

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to page 41.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
41	Mr M: My dictionary defines it as follows: 'The orderly and regulated discussion of an issue with opposing viewpoints...'	Theme: What is the Best Way to Achieve Change? Character(s): Mr M	Right from the start of the play we see how much Mr M values words, ideas and discussion. He believes that the way to change the world is through learning, debating, ideas and words. His dictionary is a symbol of this throughout the play.	Do you think it's important to debate controversial ideas?	Open-ended. Learners must give a reason for their response, e.g. <ul style="list-style-type: none"> • Yes. This helps us understand other people's views and teaches us new ways of seeing the world. • No. Debates never change people's minds. Everyone just wants other people to listen to them.
44	Isabel: The argument against equality for women... I ask you not to give it your support.	Theme: Justice and Injustice Character(s): Isabel	Isabel closes her final statement in the debate by pointing out that prejudice can be turned against any group. If you discriminate against women, it is the same as if you discriminate against black people. Prejudice and discrimination are always wrong.	Do you think gender discrimination (against women) is as bad as racial discrimination (against people of colour, particularly black people)?	Open-ended. Learners must give a reason for their response, e.g. <ul style="list-style-type: none"> • Yes. All discrimination is hurtful, dangerous and immoral. It makes no difference what kind of discrimination it is. • No. Women have had rights for far longer than black people in South Africa.
49	Thami: School doesn't mean the same to us that it does to you.	Theme: Justice and Injustice Character(s): Isabel and Thami	Isabel is ignorant about how difficult life is for black people under the Apartheid government. She doesn't understand that Bantu Education disadvantages black learners. Thami is trying to explain to her why he doesn't love school. He understands that the Bantu Education system sees him as inferior and tries to give him an inferior education, to prevent him from getting a skilled job when he matriculates.	Do you think the education system today treats all learners as equals?	Open-ended. Learners must give a reason for their response, e.g. <ul style="list-style-type: none"> • Yes. The laws and curriculum are the same for all learners. Learners can go to school wherever they want to. • No. Most white learners go to schools that have more resources than learners of colour. • Also, learners with money generally go to private schools where they can often access better education.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
50	Thami: He always thinks he knows best for me... I've got ideas of my own now.	Theme: Generational Conflict Character(s): Mr M and Thami	Mr M cares about Thami, but he is old-fashioned. He assumes that he knows what is best for Thami. This frustrates Thami. Thami wants Mr M to take his opinions and ideas seriously.	Do you think young people still face this kind of problem with their teachers?	Open-ended. Learners must give a reason for their response, e.g. <ul style="list-style-type: none"> • Yes. Teachers tell you what to do and what to think, instead of asking you your opinion. • No. Teachers are more open to listening to learners nowadays.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: Do you really think that Thami believes the things he was arguing about in the debates? In other words, do you really think he believes that equality for women is a Western idea that is not compatible with traditional African culture?
 - b QUESTION 2: On pg. 45, the stage directions say ‘Without the mediating presence of Mr M, they are both a little self-conscious.’ Why do you think Isabel and Thami get shy as soon as Mr M leaves the room?
- 4 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - Yes. At the bottom of pg. 44 he tells Isabel that he does really believe those things. We have no reason to believe he is lying.
 - No. He is someone who cares about justice and equality. He would be a hypocrite if he wanted equality for black people but not equality for women. He is only saying that to tease her.
 - b QUESTION 2: Possible answers:
 - It’s always awkward for teenagers who don’t know each other to talk to each other. Mr M was in charge of the conversation and now they don’t know how to handle it.
 - They are not used to talking to teenagers of other races because they live in a segregated country.
 - Maybe they like each other and they are too shy to admit it.

Journal questions

A: Instruct learners to copy these questions into their journals, and to answer them for homework.

Refer to ‘Thami: I told you...’ to ‘Isabel: ...your main points.’ on pg. 50

- 1.1 During the school debate, Mr M interrupts Thami and Isabel to remind them about how a debate should happen. What are some of the things he tells them? (3)
- 1.2 Thami says, ‘It’s got nothing to do with him.’ If you were the director of this play, what tone of voice would you tell Thami to use when saying these words? Explain your answer. (2)
- 1.3 What does this extract tell us about Isabel’s character? (2)

B: Answers

- 1.1 Learners can choose any 3 of the following:

- A debate is an orderly discussion. (1)
- It is a regulated discussion of an issue with opposing viewpoints. (1)
- Opposing viewpoints should receive equal time and consideration. (1)
- Opponents should not be shouted down. (1)

1.2.

- Abrupt/short/impatient/angry/loud/irritated/annoyed/cross (1)
- Thami is frustrated with Mr M interfering with his life. (1)

1.3.

- She is a person of integrity./She is objective/honest/ethical. (1)
She is worried that it is unethical to report on a debate that she participated in,
but gives her assurance that she will be impartial. (1)
OR
- She is well-mannered/respectful/polite/courteous. (1)
She apologises for interrupting. (1)
OR
- She is empathetic/compassionate/understanding. (1)
She can relate to Thami's plight/issue/concern. (1)

Lesson 4: reading

Preparing for this lesson

- For this lesson, you will read Act 1 Scene 2: pages 51 to 54.
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto Post-its and stick these into your book.

Important developments

In this section of the text, the following main events take place:

1. We hear Isabel's thoughts and feelings about her trip to Brakwater Township for the debate. She is very excited because the experience helped her to realise that there is a whole country out there with communities who are different from hers. She wants to get to know different people.

In this section of the text, the following themes develop as follows:

THEME:

Justice and Injustice

DEVELOPMENT:

Isabel describes the Brakwater Township and how ugly it is to visitors. Instead of wanting to improve the services and amenities in the township, the mayor and white residents of Camdeboo just want to move it so that it can't be seen. None of them are concerned with justice, fairness or equality. Isabel initially agrees with them. She says, 'To be fair to old Pienaar he has got a point you know. Our town is very pretty.' (pg. 51) Throughout the play, however, as she spends time in Brakwater, she will come to see it as a place where real people who she cares about live, and not just an 'eyesore'.

THEME:

Living a Meaningful Life

DEVELOPMENT:

As a white teenager during Apartheid, Isabel has spent most of her life interacting only with white people. The only people of colour she has interacted with are people who work for her

parents. The debate at Zolile High is a totally new experience for her because she interacts with black people who see themselves as her equal and don't feel like they owe her any gratitude.

She is excited about this and she wants to learn more about the rest of the country. This gives her a sense of meaning and purpose.

In this section of the text, the following style or structural elements have importance:

- 1 Monologue:** Isabel talks directly to the audience, as if she is thinking aloud. This long speech is called a 'monologue' or a 'soliloquy' because only one character is talking; rather than two characters having a conversation. 'Mono' means one and 'solo' means alone. It allows Fugard to give us insight (understanding) into a very personal, private experience that a character has. This enables us to witness a change that is happening within her. Throughout the play, each of the characters gets their own monologue. This helps us understand each of their perspectives.
- 2 Symbols:** The names of the places where the characters live are symbols for what those places are like. Brakwater Township is full of poverty, racial oppression and suffering. This is symbolised by the name 'Brakwater' which is the Afrikaans word for 'brackish water' in Afrikaans. Brackish water is water that has a lot of salt in it, which makes it taste bitter and impossible to use for watering crops. Camdeboo, the richer white town where Isabel lives, is a Khoi word meaning 'green hollow'. A hollow is a valley, and green is the colour of life and nature, which makes it seem like a pleasant place to live.

Reading and discussion:

- 1** Settle learners so that you have their attention.
- 2** Instruct learners to open their books to pg. 51.
- 3** Read the text aloud to learners. Learners should follow in their books.
- 4** As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
51	Isabel: There's been a lot of talk lately about moving it to where it can't be seen.	Theme: Justice and Injustice	The white residents of Camdeboo are not interested in justice. Instead of wanting to improve the services and amenities in Brakwater Township, they just want to move it so that it can't be seen.	Do you think things have changed today? i.e. Do you think people today are more concerned with justice, or are people mostly interested in their own well-being?	Open-ended. Learners must give a reason for their response, e.g. <ul style="list-style-type: none"> • Yes, things have changed. There are lots of organisations that help poor communities. • No, things have not changed. If people really cared about justice, there would not be so much inequality in South Africa.
52	Isabel: Honestly, I would rate it as the most bleak, depressing, dingy classroom I have ever been in.	Theme: Justice and Injustice Character(s): Isabel	Isabel has never fully understood the inequality and injustice in Apartheid South Africa. When she visits Zolile High she realises how inferior it is to her school. The building is in a dilapidated (broken-down) state and there is not enough space for all the learners.	Do you think rich people today are also ignorant about the conditions in which poor people live? Why?	Open-ended. Learners must give a reason for their response, e.g. <ul style="list-style-type: none"> • Yes. Rich and poor people don't interact much. It's difficult to imagine what someone else's life is like when you haven't experienced it. • No. They know how much poor people suffer, but they don't care.
53–54	Isabel: Because that is what we all want, isn't it? For things to be real,...as much as I can get.	Theme: Living a Meaningful Life Character(s): Isabel	Isabel has lived a sheltered life under Apartheid. The debate at Zolile High has opened her eyes to the reality that South Africa is much bigger than just the white community. She is excited about this and she wants to learn more about the rest of the country. This has given her life a sense of meaning and purpose.	What gives your life a sense of meaning and purpose? (There are no wrong answers.)	Accept all learner responses, e.g. <ul style="list-style-type: none"> • Family • Friends • Religion • Goals for the future • Desire to make a difference in the world

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: Why was Isabel surprised to realise that the learners at Zolile High ‘had no intention of being grateful’ to her?
 - b QUESTION 2: On pg. 54, at the end of her monologue, Isabel says, ‘I want more. I want as much as I can get.’ What does she want more of?
- 4 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - For Isabel’s whole life, the only black people she has interacted with have been people who worked for her parents. Because she was the boss’s daughter, they always treated her as superior to them. This is also because Apartheid took away black people’s freedom to be themselves. There was always the danger of being mistreated by white people if they did not treat them as if they were superior.
 - Isabel’s visit to Zolile High is the first time in her life when she interacts with black people who aren’t afraid of her, or who don’t see her as their superior. She is not used to this.
 - She thought she was doing a good deed by interacting with black people and that she deserved their gratitude. Now she realises that this was arrogant. They expected her to compete as their equal, not to do them any favours.
 - b QUESTION 2: Possible answers:
 - She wants more interaction with black people.
 - She wants to spend more time in Brakwater Township.
 - She wants more integration with people of other races.
 - She wants to learn more about South Africa, in particular, about people who are culturally or racially different from her.

Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to Act 1, Scene two.
 - 1.1 Compare Camdeboo and Brakwater. (4)
 - 2 Refer to Isabel’s words, ‘Isabel: I discovered a new world!’ on pg. 54:
 - 2.1 What literary device has Fugard used here? (1)
 - 2.2 Explain the literary device in 2.1 above. (2)

B: Answers

1 Learners must choose any two from the Camdeboo section and any two from the Brakwater section:

- Camdeboo: pretty/nicely restored National Monument houses/neat and proper (2)
- Brakwater: terrible mess/corrugated houses, stones, dust, rubbish lying around./ No electricity/no water./embarrassing backyard/an eyesore/bad roads (2)

2.1 Irony (1)

2.2 Irony is when something unexpected occurs (happens). Isabel has been living with black people her whole life, and yet it is only when she's a teenager that she discovers their world and reality. (2)

**My Children!
My Africa!**

Reading

CYCLE 3

Reading

Lesson 5: Reading

Preparing for this lesson

- For this lesson, you will read Act 1 Scene 3: pages 54 to 60.
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto Post-its and stick these into your book.

Important developments

In this section of the text, the following main events take place:

- 1 Mr M visits Isabel to ask her to enter an English Literature Quiz at the Grahamstown Schools' Festival with Thami.
- 2 She is extremely excited and agrees immediately.
- 3 She explains to Mr M how important her visit to Zolile High was to her.

In this section of the text, the following themes develop as follows:

THEME:

Living a Meaningful Life

DEVELOPMENT:

Mr M expresses frustration that Apartheid and the Bantu Education system were designed so that black learners did not have the same opportunities that white learners had. He calls this 'wasted potential' and 'wasted lives.' He wants Thami to get the opportunity to study at university. He thinks this will give Thami the chance to live a meaningful life, and to fulfill his potential as a leader.

THEME:

Generational Conflict

DEVELOPMENT:

Isabel is surprised that Mr M hasn't asked Thami if wants to participate in the quiz. Mr M claims that unquestioning respect for authority is part of traditional African culture. Thami

disagrees. He feels that Mr M's views are old-fashioned, and that he needs to change with the times. He wants Mr M to take him seriously – to ask for his opinions and really listen to what he has to say.

In this section of the text, the following style or structural elements have importance:

- 1 **Register:** Mr M speaks in a very formal register. For example, he says things like 'My apologies for descending on you out of the blue like this.' A less formal way to say this would have been, 'Sorry for arriving without warning.' This formal register makes him seem very old fashioned. Isabel uses a more informal register. She sounds just like she's having a normal conversation with a friend. For example, she says 'ja' instead of 'yes.' This makes her sound more relaxed and casual.

Reading and discussion:

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books on pg. 54.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
56	Mr M: What a contest! But at the same time, what a waste!	Theme: Living a Meaningful Life Character(s): Isabel and Thami	Mr M explains to Isabel that while he was watching her and Thami debate against each other, he realised that having them on opposing teams was a wasted opportunity. They could have more impact if they were on the same team because they are both such talented debaters. On a deeper level, he is also implying that having them on opposing teams is a wasted opportunity to demonstrate that black people and white people can work together and create something wonderful.	Do you agree that Thami and Isabel will make good team members in a debate or a quiz? Why or why not?	Open-ended. Learners must give a reason for their response, e.g. <ul style="list-style-type: none"> • Yes. They are both intelligent, good with words and can think quickly. • Yes. We have already seen that they like each other, so they will get on well. • No. They don't really know each other, and they are very different culturally and politically.
56	Isabel: The truth is I've seen too much of it, Isabel. Wasted people! Wasted chances!	Theme: Living a Meaningful Life Character(s): Mr M	Mr M is deeply frustrated by the way that the Apartheid system denies black people (and black learners in particular) opportunities to fulfill their potential. He is sad about all the learners he's taught who never had the chance to study at university. He wants to ensure that Thami will get this opportunity. This is also connected to Mr M's wish to make his own life meaningful. If he can get Thami to university, he will feel like his life has had a purpose.	Do you think the school system in South Africa still denies learners of colour (especially black learners) the same opportunities as white learners?	Open-ended. Learners must give a reason for their response, e.g. <ul style="list-style-type: none"> • Yes. There is still inequality in education, as there is in all aspects of life in South Africa. • No. The laws do not discriminate against anyone anymore.
57	Isabel: The visit to Zolile was one of the best things that has happened to me. I don't want it to end there. It feels like it could be the beginning of something.	Theme: Living a Meaningful Life Character(s): Isabel	Isabel explains to Mr M that her experience at Zolile High was significant in her life. It showed her that there is a different way to live, and she doesn't have to accept the segregation created by Apartheid. She wants the opportunity to spend more time with the learners from Zolile High, so that she can get to know them and break down the barriers between them.	Do you agree with Isabel that it's important to get to know people who are different from you? Why or why not?	Open-ended. Learners must give a reason for their response, e.g. <ul style="list-style-type: none"> • Yes. That is how we end discrimination. The more we know about each other, the easier it is to form meaningful relationships with other people, and the less prejudice we will have.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
59	Mr M: I am an old-fashioned traditionalist.... I teach, Thami learns. AND Mr M: We do not blur the difference between ... in the African soul.	Theme: Generational Conflict	Mr M explains to Isabel that he is traditional. In particular, he expects young people to respect his authority, obey his wishes and not question him. Mr M believes that treating young people as equals is part of white culture, and not appropriate for his own classroom. He does not realise that Thami actually disagrees with him. Thami thinks that Mr M's views are old-fashioned, and that he should listen to Thami's ideas. The audience already knows this because in Scene 1, Thami told Isabel that Mr M's attitude frustrates him. This is typical of generational conflict: the two of them have different views and they both think they are right. They cannot make each other understand their positions.	<p>1 Do you agree with Mr M that 'blurring the difference between the generations' (i.e. being more informal and open with adults) is only part of Western culture, or do you think that African culture is changing?</p> <p>2 Do you think it is wrong for Mr M to assume Thami will participate in the quiz, without asking his permission?</p>	<ul style="list-style-type: none"> No. There are many different ways to live a meaningful life. You don't have to live like Isabel. <p>1 Open-ended. Learners must give a reason for their response, e.g.</p> <ul style="list-style-type: none"> It is a Western/white cultural practice. African culture tends to keep more boundaries between the generations. Respect for authority is important. <p>OR</p> <ul style="list-style-type: none"> All cultures change. Mr M's view is old-fashioned. African culture has already changed, and people in different generations are more open with each other than they used to be. <p>2</p> <ul style="list-style-type: none"> Yes, it is wrong. He should have given Thami the choice, especially because he gives Isabel the choice <p>OR</p> <ul style="list-style-type: none"> No, it is right. He is the teacher, and he knows what is best for Thami. Thami should respect his wishes as an elder.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: Why do you think Mr M cares so much about Thami and his future?
 - b QUESTION 2: Why do you think Isabel gets so excited when Mr M invites her to compete in the Literature Quiz with Thami?
- 4 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - He is a good teacher and a caring man.
 - He knows that Thami is unusually intelligent and talented, and he wants Thami to succeed.
 - He feels frustrated that the Apartheid system has prevented so many young black people from getting opportunities for success. He feels that Thami could be an exception, thereby giving meaning to his own career as a teacher.
 - b QUESTION 2: Possible answers:
 - She has been wanting to find a way to spend time with Thami, Mr M and the other learners at Zolile High, and she hasn't known how to go about that. This quiz gives her the opportunity to do it.
 - She really likes Thami and wants to get to know him better.
 - She loves winning, and this will give her a chance to win.

Journal questions

A: Instruct learners to copy these questions into their journals, and to answer them for homework.

- 1** Refer to 'Mr M: The thought that you...was almost too much for me.' on pg. 56:
 - 1.1** What is 'this country's lunacy' that Mr M is talking about? (2)
- 2** Refer to 'Mr M: First prize is...' to 'Mr M:...my only teaching aid.' on pages 58–59:
 - 2.1** Why doesn't Mr M ask Thami if he wants to take part in the debate? (2)
 - 2.2** What does 'dictatorial' mean? (2)
 - 2.3** Quote one statement from this extract which might be considered dictatorial. (1)

B: Answers

- 1.1** He is referring to Apartheid (1) and the fact that it keeps black people (like Thami) and white people (like Isabel) apart. (1)
- 2.1** Because he says that in black cultures, Thami has to do whatever Mr M tells him to do. This is because Mr M is his elder and Thami must accept his opinion whether he likes it or not. (2)
- 2.2** It means to behave like a dictator. A dictator is a leader who does whatever they want without regarding their followers' opinions or thought. There is no proper democracy in a dictatorial country. (2)
- 2.3** Any 2 of the following:
 - 'No, I haven't *asked* him Isabel, and I won't.' (1)
 - 'I will *tell* him, and when I do I trust he will express as much enthusiasm for the idea as you have.' (1)
 - 'I teach, Thami learns.' (1)

Lesson 6: Reading

Preparing for this lesson

- For this lesson, you will read Act 1 Scene 4: pages 60 to 63.
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto Post-its and stick these into your book.

Important developments

In this section of the text, the following main events take place:

- 1 Mr M delivers a monologue that helps the audience understand his perspective.
- 2 He explains that he follows the teachings of the ancient Chinese philosopher, Confucius. He wishes that his heart was as pure and calm as Confucius's was.
- 3 Instead, he says he is worried about his old age and he is very afraid of what he sees happening in the society around him.

In this section of the text, the following themes develop as follows:

THEME:

Living a Meaningful Life

DEVELOPMENT:

Mr M is getting older, and he is afraid that his life has not been meaningful enough, and that his heart is not pure enough. He is also worried about the political situation, and how Apartheid causes people to suffer. Now, however, he is also full of hope that he can help Thami to achieve his potential and have a meaningful life. Doing this will also give Mr M's life meaning.

In this section of the text, the following style or structural elements have importance:

- 1 **Monologue:** This is the second monologue in the play. It helps us understand Mr M's perspective, thoughts and feelings.
- 2 **Paradox:** A paradox is something that seems like a contradiction, but if you work it out, it actually makes sense. Mr M quotes Confucius as saying that he could do whatever his heart wanted, without going against what was right. This sounds like a contradiction, because usually in order to be moral we have to control some of our desires that might hurt other people. However, we can work out the paradox by realising that Confucius

was really saying that his heart was so pure that he would never feel like doing anything that was hurtful or wrong.

- 3 Figurative Language:** Mr M says his heart jumps out and ‘savages’ him ‘like a wild beast.’ This simile compares the intense emotion in his heart to the violent behaviour of a wild animal. His feelings about Apartheid, and how it affects his learners, hurt him just the way that a wild animal would hurt you if it attacked you. Mr M now takes this image further in a metaphor: ‘I’ve got a whole zoo in here, a mad zoo of hungry animals.’ He is frightened by all his feelings, the way that a zookeeper would be if the zoo was filled with mad and hungry animals. He names the ‘animals’ Despair, Hate and Hope, because those are the feelings he is struggling with. Hope puts Mr M in danger of being disappointed. This makes the hope he feels for a better future for his learners as difficult to deal with as the hate and despair he feels about Apartheid.

Reading and discussion:

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to pg. 60.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
60	Mr M: My pursuit of knowledge is eager, but I do perceive, and only too clearly, that old age is coming on...	Theme: Living a Meaningful Life Character(s): Mr M	Mr M compares himself to Confucius, an ancient Chinese philosopher. Confucius said that he loved learning so much that it made him forget about the fact that he was getting old. Mr M also loves learning, but it does not make him forget his fears about getting old. He worries that he will get old without having achieved anything meaningful in his life.	Do you think Mr M has had a meaningful life? Why or why not?	Open-ended. Learners must give a reason for their response, e.g. <ul style="list-style-type: none"> • Yes. He educates young people. That is meaningful because he is giving them opportunities for success. • No. Those learners have very limited opportunities for fulfillment or success within the Apartheid system.
61	Mr M: 'Learning undigested by thought is labour lost, thought unassisted by learning is perilous.'	Theme: What is the Best Way to Achieve Change? Character(s): Mr M	This is Mr M's classroom motto, a quote that he uses to inspire his learners. It comes from Confucius. It means that learning and thought are equally important. On the one hand, if you learn information but you don't think about it for yourself, then you are wasting your time and effort. On the other hand, if you think about things but you make no effort to learn about the world, history and the views of others, then your thoughts are dangerous because they are ignorant.	Do you think that Mr M values learning and thinking equally?	Yes. He encourages his learners to do both. <ul style="list-style-type: none"> • No. He says he values both, but he doesn't actually listen to learners' thoughts or opinions. Therefore, he values learning more than thinking.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
62	Mr M: Because one of those animals, Hope, has broken loose and is looking for food.	Figure of speech: Metaphor Character(s): Mr M	The idea of entering Thami and Isabel as a team in the Literature Quiz at the Grahamstown Festival has given Mr M hope. He hopes that they will win and find someone to give Thami a scholarship to university. Mr M wants this so much that the fear of disappointment is terrifying. That is why he describes hope as a wild animal that frightens him.	Have you ever hoped for something so much that it felt painful? Was it worth it?	Accept all learner responses. e.g.: <ul style="list-style-type: none"> • Yes. It was worth it because hope gives you the power to keep going in difficult circumstances. • No. Hope just leads to disappointment. It's better to protect yourself against it.
62	Mr M: So how do I manage... desk keeps it alive.	Theme: Living a Meaningful Life	Mr M says that he is a teacher because teaching young people keeps his hope alive for the future. He hopes that he will help his learners to fulfill their potential by educating them well and teaching them how to think. That way, they can lead meaningful lives. This will, in turn, make his life meaningful.	Do you think Mr M is selfless or selfish? Why?	<ul style="list-style-type: none"> • He is selfless. He devotes his entire life to his learners. He doesn't earn much money and he works very hard. All that matters to him is teaching his learners to think, so that they can have meaningful lives. For example, he is trying very hard to get Thami a university scholarship. • He is selfish. He uses his learners as a way to make his own life meaningful. It's really all about his own feelings and wishes, rather than about what they want. We can see this in his relationship with Thami: he is not interested in what Thami wants to do with his own life, but just wants to tell Thami what to do.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: Why does Mr M say that hope is as dangerous as hate and despair?
 - b QUESTION 2: In this monologue Mr M explains the real reason why he is a teacher. What is it?
- 4 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - Mr M says it's difficult to keep hope alive when you are a black person living under the Apartheid system.
 - He sees so much suffering around him.
 - It is therefore dangerous to hope for change or to hope for good things because it opens him up to disappointment.
 - In some ways, it would be easier to give up entirely and be completely hopeless. At least that way, he couldn't be disappointed.
 - b QUESTION 2: Possible answers:
 - Mr M is a teacher because working with young people gives him hope.
 - He has hope for every learner in his classroom, and he works hard to educate them so that they will be able to fulfill their potential and have meaningful lives.
 - This gives his life meaning and purpose.

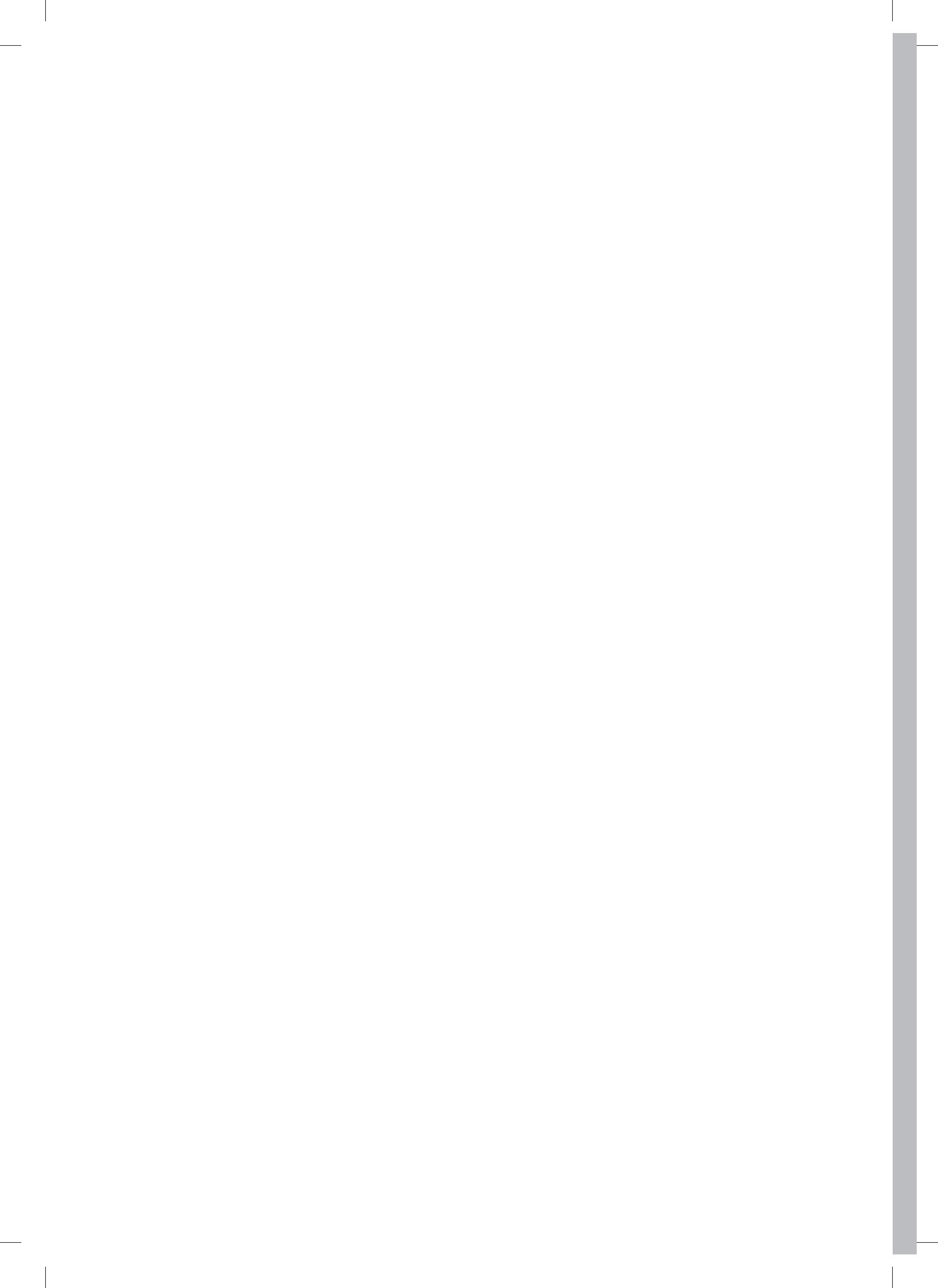
Journal questions

A: Instruct learners to copy these questions into their journals, and to answer them for homework.

- 1** Refer to 'Mr M: When I walk...keeps it alive.' on pg. 62:
 - 1.1** Identify the figure of speech. (1)
 - 1.2** Explain how the figure of speech adds to the description of Mr M's emotions. (4)
- 2.** Refer to Act 1, Scene 4:
 - 2.1** Where does Mr M live? (1)

B: Answers

- 1.1** A metaphor. (1)
- 1.2**
 - Mr M is experiencing intense emotions which are like wild animals in a zoo.
 - His zoo contains the animals of 'Despair, Hate and Hope.'
 - The one let loose and is looking for food is called Hope. Hope is fed and kept alive by Mr M's learners. This is the most intense emotion Mr M feels.
 - We can 'feel' the intensity of Mr M's emotions because of the comparison to wild animals.
- 2.1** In the back room of Reverend Mbopa's house. (1)



**My Children!
My Africa!**

Reading

CYCLE 4

Reading

Lesson 7: Reading

Preparing for this lesson

- For this lesson, you will read the first half of Act 1 Scene 5: pages 63 to 70.
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto Post-its and stick these into your book.

Important developments

(NOTE: this lesson deals with the first half of the scene only)

In this section of the text, the following main events take place:

- 1 Isabel arrives late to quiz practice, but Thami isn't there yet. She encourages Mr M to be more open with Thami and to listen to his ideas. Mr M asks Isabel to tell him if she hears about Thami getting involved in political activity. Isabel sees this as a betrayal and refuses to do so.
- 2 Thami arrives and they start practicing. They quiz each other on nineteenth century romantic poetry. Thami's favourite poems are concerned with issues of justice and freedom.

In this section of the text, the following themes develop as follows:

THEME:

Generational Conflict

DEVELOPMENT:

Isabel tries to encourage Mr M to change the way he interacts with Thami. She realises that his authoritarian style is making Thami unhappy. However, Mr M can't change and he insists that his way of treating Thami is correct. It is worth noting that Mr M doesn't treat Isabel the same way he treats Thami. He talks to her as if she is adult: he asks her if she would like to participate in the quiz and he listens to her opinions. Perhaps this is a result of his having lived in a racist society his whole life: he feels like he does not have the power or authority to expect the same respect from Isabel, a white person, as he does from Thami.

THEME:

Betrayal and What is the Best Way to Achieve Change?

DEVELOPMENT:

Mr M asks Isabel to tell him if she hears that Thami is getting involved in political resistance to Apartheid. He calls this ‘trouble.’ Mr M cannot understand that there are different ways to resist oppression, and that Thami’s way is justified. He therefore thinks he is protecting Thami. Isabel sees it differently. She is shocked that he asks her to do it because she sees it as a betrayal of Thami.

THEME:

Justice and Injustice

DEVELOPMENT:

When Isabel and Thami quiz each other on Romantic poetry, the poems that Thami chooses to discuss show that he thinks a lot about justice and injustice. He is committed to fighting for justice.

In this section of the text, the following style or structural elements have importance:

- 1 **Symbol:** They study Romantic poetry for the competition. The Romantics were poets living and writing in Europe in the 1700s and 1800s. The most famous ones are Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. They were considered revolutionary at the time because they challenged their society’s beliefs about order and control. Their revolutionary poetry is being used here as a symbol for the revolutionary spirit that was growing in South Africa in the 1980s, and which Thami finds attractive. In particular, they talk about poets who fought against injustice, just like Thami wants to:
 - a Southey wrote an essay while he was still at school, standing up against corporal punishment.
 - b Lord Byron fought for freedom in Greece.

Reading and discussion:

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to pg. 63.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
64	Mr M: I give him plenty of Freedom, within reasonable limits, but he never uses it.	Theme: Generational Conflict Character(s): Mr M, Thami and Isabel	Isabel complains to Mr M that he doesn't give Thami freedom to say what's on his mind. Mr M says that the limits he places on Thami's freedom are 'reasonable'. Mr M is old-fashioned and struggles to understand the importance of what Isabel is suggesting.	Do you think people should be free to say whatever they want to, whenever they want to? Why or why not?	Open-ended. Learners must give a reason for their response, e.g. <ul style="list-style-type: none"> Yes. Freedom of speech is a right. It is healthy to encourage honesty. We should be strong enough to debate things we don't agree on. No. Hate speech is dangerous./ Children must respect their elders.
65	Mr M: There's a dangerous, reckless mood...even sillier things are being whispered among themselves.	Theme: Racial Oppression AND What is the Best Way to Achieve Change? Character(s): Mr M	During the mid-1980s there was a change in the way that people – especially young people – resisted Apartheid. People became bolder, more militant, took more risks, and wanted to end Apartheid themselves, instead of waiting for resistance organisations to do it for them. Mr M is afraid of this change. He calls it 'silly' because he doesn't understand that there are ways to fight for justice that are different from his.	Why do you think Mr M is so afraid of the new (more forceful) forms of resistance that young people want to use to fight against Apartheid?	<ul style="list-style-type: none"> He knows how brutal the Apartheid government is, and is scared people will be killed. He is protective of his learners. He is stubborn. He is a coward. He is naive: he thinks justice can be fought for using ideas and words alone.
65	Isabel: That's a hard one you're asking for, Mr M. Just suppose he had, do you think it would be right for me to tell you? We call that splitting, you know... I wish you hadn't asked me.	Theme: Betrayal Character(s): Mr M, Thami and Isabel	Mr M cares about Thami. He is worried that if Thami gets involved in political activity, he will lose the opportunity to go to university and be successful. He therefore wants Isabel to warn him if she hears that Thami is getting involved. Isabel feels that this is wrong as it would be a betrayal of their friendship.	Do you think Mr M is right to try to protect Thami by getting information from Isabel, or do you think this is betrayal?	Open-ended. Learners must give a reason for their opinion, e.g. <ul style="list-style-type: none"> He is right. He's trying to prevent Thami getting arrested or killed. He is wrong. Betrayal is never acceptable. He should talk to Thami face to face.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
68	Isabel: It was Southey and the reason he was expelled – you're going to like this – was for writing a 'precocious' essay about flogging.	Theme: Justice and Injustice Character(s): Thami	Southey, one of the Romantic poets, was expelled from school because he wrote an essay complaining about corporal punishment. Isabel knows that Thami will like this, because it is an example of someone standing up for justice.	Have you ever stood up against injustice in your life?	No right or wrong answers. Listen to learners' experiences.
68	Thami:... died of a fever while helping the Greeks fight for freedom... AND Thami:...love of liberty characterises his poems...	Theme: Justice and Injustice Character(s): Thami	Another Romantic poet, Lord Byron, fought in a national struggle for freedom, and wrote a lot about freedom in his poetry. Thami loves him because he is also concerned about fighting for justice and freedom.	Many people think poetry is a good way to write about issues like justice and freedom. Why do you think this might be true?	<ul style="list-style-type: none"> • It allows us to vividly imagine what the writers are expressing. • Poetic language stirs our emotions and inspires us.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: Isabel tells Mr M that ‘being eighteen years old today is a pretty complicated business.’ She says, ‘If you asked me if I was happy, I’d say yes, but that doesn’t mean I haven’t got any problems. I’ve got plenty and I’m sure it’s the same with Thami.’ (pg. 65) Do you think being a teenager now is easier or more difficult than it was in the 1980s. Why?
 - b QUESTION 2: In this scene, we see how Mr M asks Isabel to tell him if she hears about Thami getting involved in political activity. For Mr M, this betrayal is acceptable because he is doing it to protect Thami. Do you think betrayal is ever justified? Why or why not?
- 4 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - Being a teenager now is easier than it was in the 1980s. We don’t have to deal with Apartheid. We are all treated the same by the law. We also have better technology, e.g. cellphones and the Internet.
 - Being a teenager now is more difficult than it was in the 1980s. Technology and especially social media have made life faster, more hectic and more competitive. There are more pressures on us now.
 - There is no difference. Every generation of teenagers has its problems.
 - b QUESTION 2: Possible answers:

Yes, betrayal is justified if it is for a good cause. If you are trying to help or protect someone, you can try to get information behind their back, because you aren’t trying to hurt them with it. You can always explain later why you did it, and hope they understand.

OR

No, betrayal is always wrong. Honesty and trust are important parts of a relationship. Once you destroy those, the relationship is damaged.

Journal questions

A: Instruct learners to copy these questions into their journals, and to answer them for homework.

1 Reread pages 63 and 66:

1.1 Compare and contrast how Thami and Isabel react to losing their sports matches. (4)

2 Refer to pages 63–66:

2.1 How is the theme of Generational Conflict explored on these pages? (6)

B: Answers

1.1

- Isabel is a ‘bad’ loser. Losing makes her feel angry and aggressive towards her own teammates. (2)
- Thami is a ‘good’ loser. Even though he doesn’t enjoy losing, he stays positive and finds the best in the situation. For example, he is excited that the new ‘combinations’ that his team tried out nearly worked. (2)

2.1

- Isabel tells Mr M he needs to be more relaxed, open and friendly with Thami. She says ‘...you’re always the teacher and he’s always the pupil. Stop teaching him all the time, Mr M. Try talking to him for change...like a friend.’ Mr M’s manner with Thami is very old-fashioned. (2)
- Mr M says he can’t do that because Thami won’t tell him anything – but we know this is because of how stubborn and unapproachable Mr M is. His old-fashioned manner get in the way of Thami being open with him. (2)
- Mr M wants to control Thami’s thoughts and actions but doesn’t have the courage or perhaps is too proud to find out what Thami has been up to. (2)

Lesson 8: Reading

Preparing for this lesson

- For this lesson, you will read the second half of Act 1 Scene 5: bottom of pg. 70 to 77.
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto Post-its and stick these into your book.

Important developments

In this section of the text, the following main events take place:

- 1 Mr M and Thami argue about the best way to fight against Apartheid. Mr M does not understand young people's desire to use force to overthrow the system. He sees it as nothing more than lawlessness. He won't listen to Thami's ideas.
- 2 After Mr M leaves, Thami and Isabel argue about his relationship with Mr M. He is frustrated that she cannot understand how complicated it is for him to stand up to Mr M.

In this section of the text, the following themes develop as follows:

THEMES:

What is the Best Way to Achieve Change? AND Generational Conflict

DEVELOPMENT:

This is the first time we really get to hear why Thami is so frustrated, particularly with Mr M. Thami and his generation are tired of waiting for Apartheid to end. They want freedom now, even if that means they have to get it through force. Mr M disagrees, and thinks that using force is not a justifiable way to achieve change. This disagreement was common among people from their two generations. Their generations saw things differently. Although both generations wanted to end Apartheid, they disagreed about the best way to achieve this change.

In this section of the text, the following style or structural elements have importance:

- 1 **Symbol:** Shelley, one of the Romantic poets, wrote a poem called 'Ozymandias'. Ozymandias was a powerful and oppressive Egyptian Pharaoh (king) thousands of years ago. Shelley's poem describes a destroyed statue of Ozymandias. It symbolises that even the strongest political leaders eventually die and their power is lost. For Thami, this

symbolises that the Apartheid government can be destroyed even though it is extremely powerful – just like Ozymandias was. Mr M misunderstands Thami. He thinks that Thami is talking about vandalising physical statues.

- 2 Pace and Tension:** Fugard increases the pace (speed) of the dialogue when Thami and Isabel are quizzing each other on poetry. Instead of the long monologues from the last few scenes, there are quick, short lines. Then, when the conflict between Thami and Mr M comes to the surface we really feel the tension between the two of them through the fast-paced exchange of lines. This fast pace continues in the argument between Thami and Isabel when Mr M leaves the room.

Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to pg. 70.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
71	Thami: According to that picture the slaves must have easily outnumbered the soldiers one hundred to one.	Theme: Justice and Injustice	Discussing the poem about the toppled (fallen) statue of Ozymandias reminds Thami of the Bible story about slaves building the pyramids in Egypt. He points out that there were far more slaves than Egyptians. He is thinking about the similarity with South Africa: if all black people rose up against the Apartheid government, they could free themselves from oppression, just like the slaves in Egypt could have.	Why do you think some people stand up against oppression and others don't?	<ul style="list-style-type: none"> Some people are more afraid than others. If you have children to look after, you're less likely to put yourself at risk. Some people don't know how to get involved in politics or activism.
72	Thami: There are quite a few Ozymandiases in this country waiting to be toppled... won't leave it to Time to bring them down.	Theme: What is the Best Way to Achieve Change? Structural element: Symbolism Character(s): Thami	Thami is comparing the powerful and brutal Apartheid government to the powerful Egyptian pharaoh (king) of whom the statue was built. He is saying that, just like the powerful statue can fall, the powerful Apartheid government can be overthrown. He is determined to contribute to that struggle for change, even if it requires force.	Do you think corrupt or oppressive leaders can always be brought down? Why or why not?	<p>Open-ended. Learners must give a reason for their response, e.g.</p> <ul style="list-style-type: none"> Every dictator can be beaten. It's just a matter of time. Look at Hitler, Mugabe, Gaddafi, Mussolini etc. They are always defeated eventually. <p>OR</p> <ul style="list-style-type: none"> No. Even if the individual leader is defeated, power usually stays in the hands of corrupt officials or undemocratic organisations.
72	Mr M: Does that noble fight... ... Mr M:...just as guilty of gross vandalism	Theme: What is the Best Way to Achieve Change? Character(s): Thami and Mr M	Mr M misunderstands Thami. Thami is using the image of bringing down a statue as a metaphor for overthrowing the Apartheid government. Mr M just thinks about how chaotic it would be if actual statues are destroyed. He fears this kind of physical resistance.	If Mr M had been alive nowadays, how do you think he would have reacted to the 'Rhodes Must Fall' movement?	<ul style="list-style-type: none"> He would have hated it. He would have seen the students as lawless vandals. He would have condemned it.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
72-73	Mr M: Please don't pull down... ... Mr M:...I would like to suggest.	Theme: What is the Best Way to Achieve Change? Character(s): Mr M	Mr M is uncomfortable with the idea that young people want to change the political system using force. Pulling down Apartheid statues is one example of this. Mr M thinks that change should come through discussion and the exchange of ideas.	There are still many statues of Apartheid leaders in South Africa today. Do you think they should be allowed to stay up, or do you think they should be pulled down?	Open-ended. Learners must give a reason for their response, e.g. <ul style="list-style-type: none"> • They should be allowed to stay up. That was a part of our past and we shouldn't forget it just because it was ugly and painful. • They should be pulled down. Those statues commemorate people who caused terrible suffering and injustice. They should be replaced with statues of real heroes.
75	Thami: He is out of touch with what is really happening... AND Thami: His ideas about change are old-fashioned... AND Thami: The people don't want to listen to his kind of talk anymore... AND Thami: It calls our struggle vandalism and lawless behaviour... AND Thami:...expects us to do nothing and wait quietly...	Themes: Generational Conflict AND What is the Best Way to Achieve Change? Character(s): Mr M and Thami	Thami is frustrated with Mr M for two reasons: <ol style="list-style-type: none"> 1 Mr M doesn't take the ideas of young black people seriously. 2 Mr M thinks there is only one legitimate way to resist injustice. He thinks that resisting Apartheid by force is the same as being a criminal. For Thami and people of his generation, they can no longer wait for change to come peacefully. They want to rise up and fight to get change.	Which of those two things do you think is more frustrating for Thami? Why?	Open-ended. Learners must give a reason for their response, le.g. <ul style="list-style-type: none"> • The fact that Mr M doesn't take the ideas of young people seriously is more frustrating. Thami is a young person, so this means Mr M won't listen to any of his ideas on any topic. • The fact that Mr M thinks there is only one legitimate way to resist Apartheid is more frustrating. The Struggle is the most important thing in Thami's life.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: On pg. 72, Mr M says, ‘I was fighting for freedom in my small way long before any of you were born!’ How was he fighting for freedom?
 - b QUESTION 2: Do you agree with Thami that Mr M’s views about resistance to oppression are old-fashioned? Explain your answer.
- 4 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - Mr M was fighting for freedom by educating learners.
 - He believes that by teaching young people to think, he will help them to fulfill their potential, be successful and have meaningful lives.
 - The Bantu Education system deliberately tried to keep black people uneducated. By going beyond the Bantu Education system curriculum in his classroom, Mr M is fighting against Apartheid.
 - b QUESTION 2: Possible answers:
 - Yes. Sometimes, you can’t create change peacefully. When you are living in an unjust system like Apartheid, it is justifiable to use force to end it.
 - No. Mr M’s ideas are just as valid as Thami’s. Both ways of fighting against injustice are acceptable: using words and using force.
 - No. Mr M’s ideas are better than Thami’s. Mr M wants to end Apartheid peacefully, using words and ideas. Thami wants to destroy things, which is wrong.

Journal questions

A: Instruct learners to copy these questions into their journals, and to answer them for homework.

- 1** Refer to ‘Thami: He is out of touch...’ to ‘...Thami: Let’s change the subject, Isabel’ on pg. 75:
 - 1.1** Explain Mr M’s view of how he thinks people should try and change society. (2)
 - 1.2** Refer to ‘If we listen to it...to be free’. What tone does Thami use here? (1)
 - 1.3** Identify and discuss the theme that is evident in this extract. (3)

B: Answers

1.1

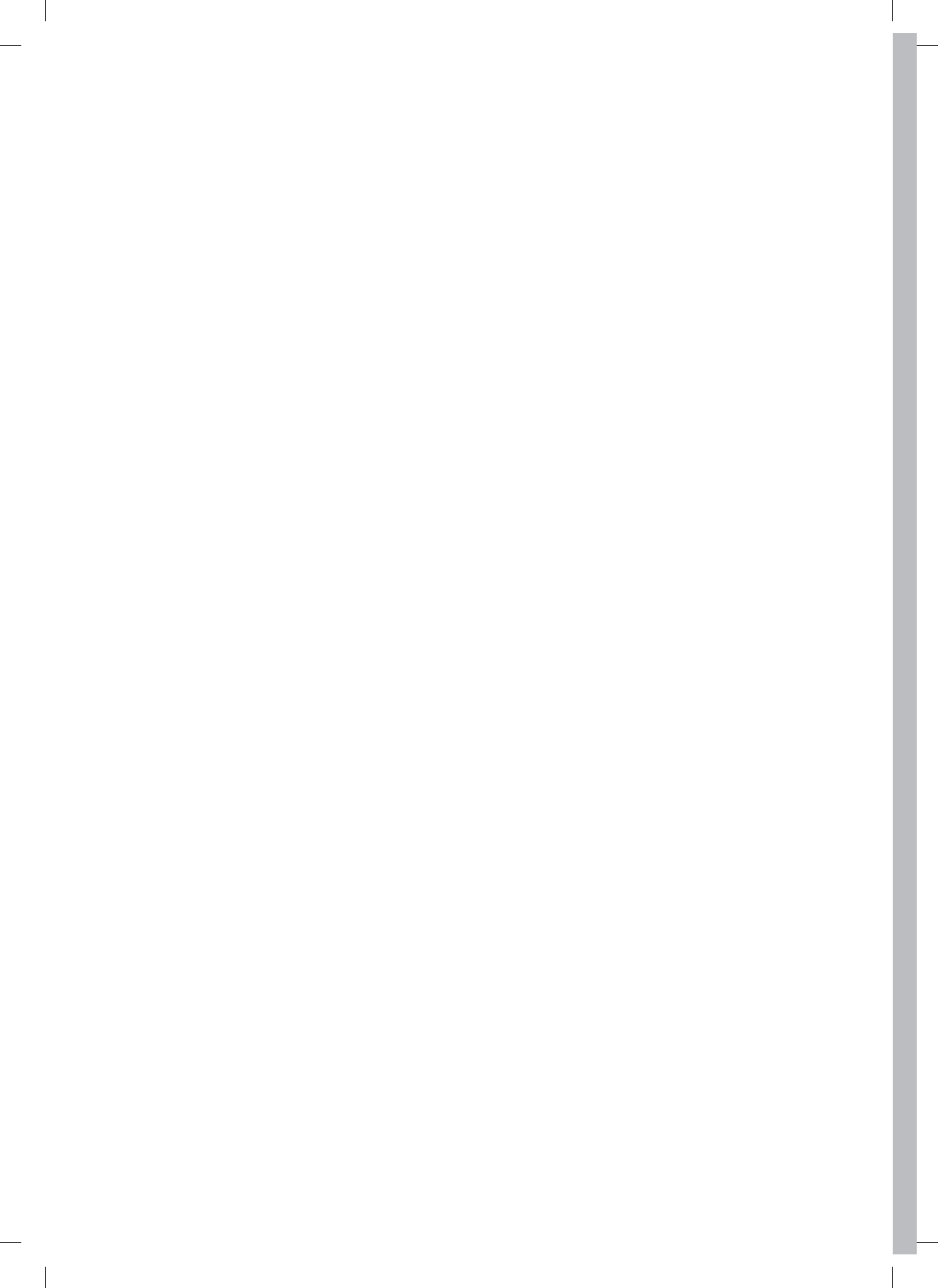
- He thinks people should become educated/learn to read/use words to communicate (1) in order to change the minds of the oppressors/of white people/ of the people in power. (1)
OR
- Mr M believes people should not use violence/destroy property/do anything lawless. (1) Instead, they should use non-violent/peaceful methods of struggle/they should change people’s ideas/convince people to end Apartheid through language. (1)

1.2 Frustrated

1.3 Either:

- Generational conflict. (1)
Mr M and Thami are in conflict because older people often don’t take younger people’s views seriously. Young people want to do things differently, and it is difficult for older people to do that. (2)
OR
- Gradual Change vs Revolution/ Peaceful vs Violent Protest/ The Best Way to Bring about Societal and Political Change. (1)
Mr M wants to fight Apartheid by educating people so that they can use words and to convince white people to give black people equality. Thami thinks that this has failed, and believes that revolution/armed resistance is the only way to achieve freedom. (2)

NOTE: Award one mark for identification of theme and two marks for explanation. Accept any one of the themes with a relevant, text-based explanation, or any other reasonable theme with a detailed text-based explanation.



**My Children!
My Africa!**

Reading

CYCLE 5

Reading

Lesson 9: Reading

Preparing for this lesson

- For this lesson, you will read Act 1 Scene 6: pages 77 to 81.
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto Post-its and stick these into your book.

Important developments

In this section of the text, the following main events take place:

- 1 Thami remembers being a small child, and how much he loved going to school.
- 2 He explains why he started hating it, because he now understands that it is part of the Apartheid system that takes away his freedom and opportunity.
- 3 He also explains why he no longer wants to be a doctor. He realises that the best way to help people is to fight for freedom.

In this section of the text, the following themes develop as follows:

THEME:

What is the Best Way to Achieve Change?

DEVELOPMENT:

In this scene we come to understand why Thami is determined to fight for freedom, rather than work slowly to achieve it, the way Mr M wants him to. He believes that change will only come if he fights for it. He rejects school because it is part of the Apartheid system.

THEME:

Living a Meaningful Life

DEVELOPMENT:

Thami wants to live a meaningful life by helping people. When he was a child, he thought he could do this by being a doctor and treating black people for free. He now realises that

that is not enough. In order to lead a meaningful life, he must fight for freedom from Apartheid.

In this section of the text, the following style or structural elements have importance:

- 1 **Monologue:** The whole scene is Thami's monologue.
- 2 **Figurative Language:**
 - Thami uses a metaphor to compare freedom to medicine. Apartheid hurts people like an illness or a wound, and the only thing that can heal people is their political freedom.
 - In a second metaphor, Thami compares his mistrust of Bantu Education to an animal that has sensed danger. He says, 'Now I sit at my desk like an animal that has smelt danger, heard something moving in the bushes and knows it must be very, very careful.' (pg.79) This metaphor shows how dangerous Bantu Education is for learners. Thami is fighting for his freedom the way an animal fights for its life.

Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to pg. 77.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
78	Thami: I will make black people better free of charge.	Theme: What is the Best Way to Achieve Change? Character(s): Thami	When Thami was young, he thought he could make the world better by being a doctor and treating their physical problems. He didn't understand that the oppression of Apartheid was a more serious 'illness' that needed to be dealt with.	What do you think is the best way to help people?	No wrong answers. e.g. <ul style="list-style-type: none"> • Be a doctor/lawyer/teacher. • Be a political activist/freedom fighter. • Be kind to everyone.
78	Thami:... the pain and suffering of my people... AND Thami... what causes most of it is not an illness... AND Thami:... what my people really want is... 'Inkululeko. Freedom.'	Themes: What is the Best Way to Achieve Change? AND Living a Meaningful Life Character(s): Thami	Thami 'updates' his life story to explain that he now realises that black people in South Africa can never be truly happy without political freedom. Therefore, the best way he can live his life is to fight for freedom, rather than to become a doctor.	Why do you think Thami refers to freedom as an 'old Xhosa remedy'?	<ul style="list-style-type: none"> • He is emphasising that freedom isn't going to come from outside, or from the Apartheid government. • If the people of South Africa want freedom, they will have to fight for it themselves.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
79	Thami: It's hard, you see, for us 'bright young blacks' to dream about wonderful careers as doctors, or lawyers when we keep waking up in a world which doesn't allow the majority of our people to dream at all.	Themes: Justice and Injustice AND Living a Meaningful Life Character(s): Thami	Thami is explaining why he has given up on his childhood dream of becoming a doctor. Because of the injustice of Apartheid, black people are not free. Therefore, he is not free to follow his dreams until he has helped to liberate his people. His life will only have meaning if he commits himself to the struggle for freedom.	Do you think young people of colour growing up today feel more freedom to 'dream about wonderful careers'? Why or why not?	Open-ended. Learners must give a reason for their response, e.g. <ul style="list-style-type: none"> • Yes. We are free from Apartheid, so people don't have to sacrifice their dreams in order to fight for freedom. • No. There is still inequality and poverty. Poor people don't have the same opportunities for success as rich people, so they cannot dream big.
80	Thami: I see a generation of tired, defeated men and women... AND Thami: Most of them are just sitting around wasting away their lives while they wait helplessly for a miracle to feed their families...	Themes: Justice and Injustice AND Living a Meaningful Life Character(s): Thami	Thami remembers the Inspector of Bantu Schools visiting his school and promising the learners a happy future. Thami knows this is a false promise, because he can see how the injustice of Apartheid prevents people from finding happiness. He sees miserable adults all around him who cannot fulfill their potential because they are struggling just to survive.	Why do you think Thami describes the adults around him as defeated? (To be defeated means to lose at something. E.g. If you are defeated in a sports match, it means your team loses.)	<ul style="list-style-type: none"> • Life has been difficult for them under Apartheid. • They have not succeeded in fulfilling their potential. • They have not succeeded in earning enough money to be comfortable and safe. • They have lost hope. • They have lost the will to fight.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
81	Thami: We don't need the Zollie classrooms anymore. We know what they really are... traps which have been carefully set to catch our minds, our souls.	Theme: What is the Best Way to Achieve Change? Character(s): Thami	Thami sees that the Bantu Education system is unfair because it gives white learners more resources, more teachers and more opportunities than everyone else. He therefore doesn't agree with Mr M that learning is the best way to change the world. He wants to fight for freedom.	Do you think schools today are still 'traps to catch our minds, our souls,' or do you think that since the end of Apartheid, schools have become places that give people real opportunities?	Open-ended. Learners must give a reason for their response, e.g. <ul style="list-style-type: none"> Schools are the same. They don't give us equal opportunities. They don't teach us anything we really need to know. Schools have changed. Teachers care about us and prepare us to succeed. They help us get to university.
81	Thami: But the time for whispering them is past. Tomorrow we start shouting. AMANDLA!	Theme: What is the Best Way to Achieve Change? Character(s): Thami	Thami doesn't want to wait patiently for Apartheid to end, because he doesn't believe that change will come this way. He wants to fight for freedom, using force if necessary. He is determined to bring about change.	Why do you think Thami uses the metaphors of 'whispering' and 'shouting' when talking about different ways to achieve change?	<ul style="list-style-type: none"> Whispering suggests being scared, nervous and timid. Shouting suggests being brave, confident and demanding a change.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: When Thami was a child, his dream was to be a doctor and treat black people for free. He wrote, ‘The white people must pay for my medicine because they have lots of money.’ Do you think this is fair?
 - b QUESTION 2: When the Inspector of Bantu Schools told Thami’s class that he wanted them to participate in South Africa’s bright future, he used very specific language: ‘We have educated you because we want you to be major shareholders in the future of this wonderful Republic of ours.’ Why do you think he described them as ‘shareholders’?

Follow-up questions if needed:

- What is a shareholder?
- 4 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - Yes, it is fair. The Apartheid system gave special treatment to white people, and kept black people poor. Thami was right to want to fix that situation by giving special treatment to black people.
 - No, it is unfair. It is discrimination and makes him just as bad as the Apartheid government. He should have planned to treat everyone the same. Or, he could ask rich people to pay but help poor people for free, regardless of their race.
 - b QUESTION 2: Possible answers:
 - A ‘shareholder’ is someone who owns shares in a company. This means they have invested money in the company, and they now own a part of it.
 - He is describing them as shareholders to express they idea that they must participate in the economy of South Africa.
 - It doesn’t give us the feeling that he really believes in racial equality, but rather that he sees wealth as a resource that will have to be divided up among people.
 - Furthermore, describing them as future shareholders gives the impression that they are being educated for their own benefit, so that they will be able to get good jobs in the future. However, this is a lie. The purpose of Bantu Education was to keep black people unskilled, so that all the skilled jobs and the wealth could be kept for white people.

Journal questions

A: Instruct learners to copy these questions into their journals, and to answer them for homework.

- 1** Refer to ‘Now I sit at my desk...be very, very careful.’ on pg. 79:
 - 1.1** Identify the figure of speech. (1)
 - 1.2** Explain how the figure of speech adds to Thami’s description of what he is feeling. (4)
- 2** Refer to ‘...he makes us call him Oom Dawie...’ on pg. 79:
 - 2.1** Why does the Inspector make the learners call him Oom Dawie? (3)

B: Answers

1.1 Metaphor

1.2

- Thami compares the mistrust he feels towards Bantu Education with an animal which has ‘smelt danger’ and has heard ‘something moving in the bushes. (2)
- This metaphor effectively captures the intensity of the mistrust Thami feels because it alludes (suggests) a primal (animal) fear. (2)

2.1

- He is trying to trick the learners into believing he is their friend. (1)
- He wants them to think he is their friend so they trust him. (1)
- He wants them to trust him because then they will believe that they really are getting a good education (when they aren’t)/are valued citizens of South Africa. (1)

Lesson 10: Reading

Preparing for this lesson

- For this lesson, you will read Act 2 Scene 1: pages 82 to 89.
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto Post-its and stick these into your book.

Important developments

In this section of the text, the following main events take place:

- 1 Thami tells Isabel that he is pulling out of the competition. She feels betrayed, and gets very angry. She does not really understand how important his political activities are.
- 2 Mr M arrives. He and Thami argue about the best way to achieve change. Thami accuses Mr M of betraying black people by teaching within the Bantu Education system. Mr M explains that he was sabotaging it by teaching young people to think for themselves, and therefore liberating their minds, which is the opposite of what the government wants.
- 3 Mr M tries to get Thami to convince the other learners to come back to school. He threatens to submit their names to the department, as he has been instructed to. Thami is furious and leaves.

In this section of the text, the following themes develop as follows:

THEME:

What is the Best Way to Achieve Change?

DEVELOPMENT:

In this fight, Mr M and Thami express their opposing views clearly. Mr M believes that they should use words, ideas and communication to convince white people not to discriminate against them. He believes that the methods the Comrades are using – e.g. forbidding people to interact with white people – are not acceptable. Thami, however, sees these methods as a necessary form of discipline while they are in the struggle.

THEME:

Betrayal

DEVELOPMENT:

Isabel feels betrayed because Thami has quit the quiz team. Mr M feels betrayed because Thami is going to boycott school. Thami feels betrayed because Isabel can't understand his situation and just thinks about herself. Thami also feels betrayed that Mr M threatens to report him as a participant in the boycott.

In this section of the text, the following style or structural elements have importance:

- 1 Use of language to show emotion:** This is one of the climactic moments of the play. Everyone is angry and full of emotion. Fugard uses language to communicate how intense that emotion is. For example, there are lots of exclamation marks, short sentences, phrases in italics (for emphasis), sarcasm and emotive words.
- 2 Language and Politics:** Thami corrects Isabel when she refers to the learners' protests as 'unrest'. He tells her that they call it 'Isiqalo,' which means 'Beginning.' (Refer to the table below for a detailed explanation.) The terminology used by people (especially in the media) to describe protests affects the way others think and feel about them. White people often describe protests as 'unrest' or 'riots' when people of colour protest, but as 'marches,' or 'rallies' when the protesters are white. Similarly, people who kill large groups of people are often called 'lone wolf shooters' or 'madmen' if they are white, but 'terrorists' if they are people of colour. Language is important because it shapes the way that we see and respond to things in the world.
- 3 Irony:** It is ironic that Mr M doesn't celebrate Thami's actions. Thami is thinking for himself, questioning the unjust system he is forced to live in, and taking action. Those are exactly the kinds of things we would expect Mr M to be happy about, because that's what he says he's educating his learners for. However, exactly the opposite happens. Instead of getting excited about Thami's liberated mind, Mr M rejects his views.

Reading and discussion

- 1** Settle learners so that you have their attention.
- 2** Instruct learners to open their books to pg. 82.
- 3** Read the text aloud to learners. Learners should follow in their books.
- 4** As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
84	Isabel: ... the dreaded 'unrest' has finally reached us as well. AND Thami: We don't call it that. Our word for it is Isiqalo... The Beginning.	Theme: What is the Best Way to Achieve Change?	Isabel describes the learner boycotts and protests as 'unrest.' This is a negative term that makes the learners seem like hooligans. This is similar to Mr M's view. Thami corrects her, and tells her that black people refer to the learner activism as 'Isiqalo' which means 'Beginning.' This shows how serious their political goal is: they see their actions as the beginning of a new era in which they will get rid of Apartheid and achieve change.	Why do you think Isabel and Thami see the learners' boycotts differently?	<ul style="list-style-type: none"> Isabel doesn't understand how terrible Apartheid is, and how determined the learners are to end it. They are exposed to different people and ideas. Isabel is being selfish about the quiz because she doesn't understand that Thami's situation has forced him to grow up quickly.
85	Isabel: Why worry about a stupid competition?	Theme: Betrayal Character(s): Isabel and Thami	Isabel is furious and hurt that Thami has pulled out of the literature quiz. She feels betrayed by him. She is being sarcastic: she doesn't think the competition is stupid. She cares a lot about it, but she feels like Thami thinks it's stupid compared to his activism.	Do you think Thami has betrayed Isabel?	<p>Open-ended. Learners must give a reason for their response, e.g.</p> <ul style="list-style-type: none"> Yes. He made a commitment to her, and he should do the quiz with her. No. The political situation has made it impossible for him to continue with the quiz. The boycott is more important than a quiz.
86	Mr M: ... how you manage to reconcile your desire for Freedom with what the Comrades are doing?	Theme: What is the Best Way to Achieve Change? Character(s): Mr M and Thami	Mr M doesn't approve of the methods the Comrades are using in their struggle. He doesn't approve of the school boycott; he doesn't approve of the use of force; and he doesn't approve of the ban on interacting with white people. He is asking Thami how he can bring together two ideas that seem to contradict each other: the desire for freedom on the one hand, and the rules and restrictions from the Comrades on the other.	Do you agree with Mr M that there is a contradiction between Thami's desire for freedom on the one hand, and the rules and restrictions from the Comrades on the other? Why or why not?	<p>Open-ended. Learners must give a reason for their response, e.g.</p> <ul style="list-style-type: none"> Yes. You cannot fight for freedom for black people, while discriminating against white people. No. They are in the middle of the fight. They need discipline. Once they are free, they can treat people equally.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
87	Mr M: I regarded it as my duty... AND Mr M:...to sabotage it... AND Mr M: I liberated your mind in spite of what the Bantu Education was trying to do to it.	Theme: What is the Best Way to Achieve Change? Character(s): Mr M	Mr M does not see himself as a traitor for teaching in the Bantu Education system. It was the only way he could be a teacher. He saw himself as fighting against the system from within. He did this by not just teaching the curriculum. He also taught young people how to use language to communicate ideas and how to think for themselves. This was the exact opposite of what Bantu Education was designed to do. He saw this as the best way to fight against Apartheid.	Do you think it's possible to change a system from within? I.e. work inside that system and try to change it at the same time? Why or why not?	Open-ended. Learners must give a reason for their response, e.g. <ul style="list-style-type: none"> • Yes, it's possible. If you're within a system, you know how it works and you can make small changes every day. • No, it's not possible. You need revolution to get rid of the system altogether.
88	Mr M: If the struggle needs weapons give it words... AND Mr M: They can do...they can get inside the heads... AND Mr M:...using only words, a man can right a wrong...	Theme: What is the Best Way to Achieve Change? Character(s): Mr M	Mr M believes that words and ideas are more powerful than weapons. If you communicate well, you can change other people's views – 'get inside the heads.' He thinks that that is the best way to fight against Apartheid.	Do you think that Mr M is right that words can be used as weapons to achieve change?	Open-ended. Learners must give a reason for their re- sponse, e.g. <ul style="list-style-type: none"> • Yes. Ideas rule the world. When you change how people think, they will support new ideas and this can lead to political change. • No. In order to achieve change, you need to fight physically. It's the only way to protect yourself. • You need both. Instead of just senseless violence, you need to use force <i>and</i> words which make your message clear at the same time.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
89	Thami: Government stooge, sell-out collaborator... keeping your job.	Themes: Betrayal AND What is the Best Way to Achieve Change? Character(s): Mr M	Thami reports that at last night's meeting, people were talking about Mr M as a traitor for teaching in the Bantu Education system, and not fighting directly against the system. They know that Mr M does not support their decision to use more direct methods of struggle (boycott, arson, protest, etc.).	Try to make a prediction: how do you think the Comrades will deal with Mr M if they see him as a traitor who has betrayed them?	Learners own response, e.g. <ul style="list-style-type: none"> • They'll try to convince him to quit his job/force him out. • They'll threaten, intimidate or kill him.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: On pg. 85 Isabel asks, ‘Why can’t we go on seeing each other and meeting as friends? Tell me what is wrong with our friendship?’ Why do you think Thami feels it is impossible to continue his friendship with Isabel?
 - b QUESTION 2: Do you agree with Mr M that Thami is ‘irrefutable proof’ of his success at sabotaging the Bantu Education system? Why or why not?Follow-up questions if needed:
 - How much of Thami’s brilliance is due to his natural talent and how much of it is due to Mr M’s guidance?
- 4 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - He says that the Comrades won’t see their friendship the way he does. They have forbidden interaction with white people. He is afraid of how other people will treat him if they find out that he is meeting with her. They will see him as a traitor and will doubt his commitment to the cause. It will be dangerous for him.
 - Thami is about to dedicate his life to fighting for equality for black people. It is complicated for him to be friends with a white person, when it is a white government (supported by white voters) who are oppressing him and his people. Although he knows that Isabel is not a bad person, it is too difficult for him to keep on seeing her.
 - b QUESTION 2: Possible answers:
 - Thami’s brilliance is irrefutable proof of Mr M’s success. Although Thami is naturally clever, Mr M has nurtured and guided him, and taught him how to use language carefully to express his ideas. He has taught him to think critically and to question things.
 - Thami’s brilliance is not irrefutable proof of Mr M’s success. Thami was always clever and always worked hard at school. His intelligence says nothing about Mr M. He deserves the credit for his own accomplishments because he is the one who worked hard.
 - Thami’s brilliance is partly natural talent that he was born with, partly due to his own hard work, and partly due to Mr M’s excellent teaching. You cannot say it is one thing or another.

Journal questions

A: Instruct learners to copy these questions into their journals, and to answer them for homework.

- 1** Refer to ‘MR M: [*Grudging admiration*] Oh Thami...you learn your lessons...’ to ‘MR M:...you must thank me for all of that, Thami.’ on pg. 87:
 - 1.1** In what ways did Mr M sabotage Bantu Education in his class? (2)
 - 1.2** Choose the correct answer to complete the following sentence. Write only the letter (A-D) next to the question number (1.2). (1)
Mr M wants to take credit for:
 - A** helping Thami become a Comrade.
 - B** making Thami good at using language well.
 - C** overthrowing Bantu Education.
 - D** being an excellent teacher.
 - 1.3** Discuss the appropriateness of the title of the play, ‘My Children! My Africa!’ with reference to this excerpt. (5)

B: Answers

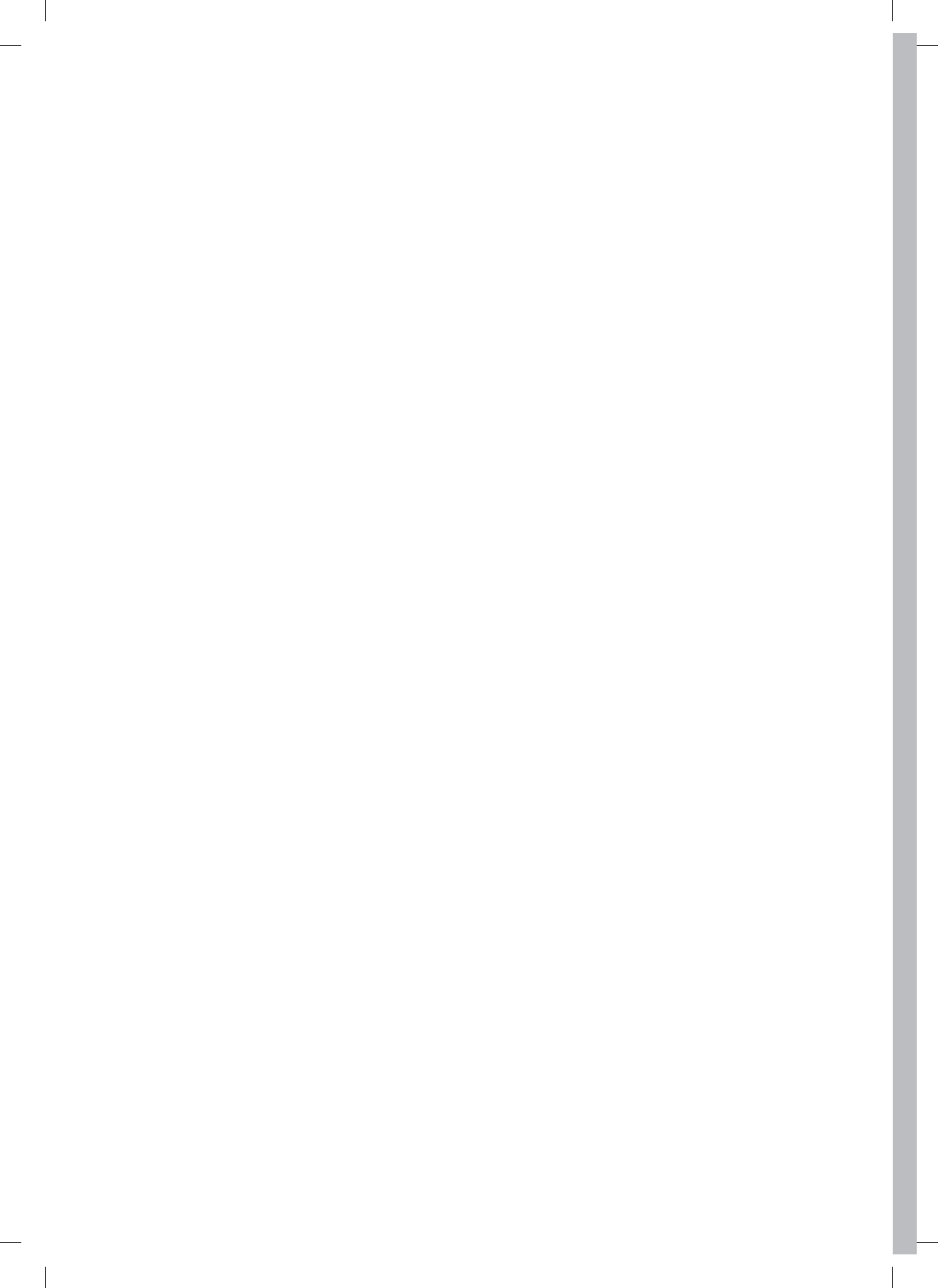
1.1

- He taught learners to think for themselves/to think independently. (1)
- He freed their minds rather giving them an inferior education. (1)

1.2 B (1)

1.3

- Mr M has tried to educate black learners outside the confines of the government-imposed Bantu Education. (1)
- He has used his intelligence and knowledge to give learners more than what the government would want them to have. (1)
- He has been not only a teacher, but like a father to his learners.(1)
- He has gone beyond what anyone could expect from him. In fact, he has put himself at risk in teaching them beyond what the government would want them to know. He has done this because that is what a good father does. (1)
- The title is thus appropriate as it sums up Mr M’s role as a father/leader/teacher to the children (his learners) of Africa. (1)



**My Children!
My Africa!**

Reading

CYCLE 6

Reading

Lesson 11: Reading

Preparing for this lesson

- For this lesson, you will read Act 2 Scenes 2 and 3; pages 89 to 96.
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto Post-its and stick these into your book.

Important developments

In this section of the text, the following main events take place:

- 1 In Scene 2, Mr M delivers a monologue about his experience in the protests. He was trying to get to school, but there was chaos everywhere: police cars, things burning, tear gas and barricades. He saw children being taken to jail. He is horrified by all the disorder.
- 2 Scene 3 starts with Mr M alone in his classroom, where he has been going for two weeks during the boycott. Thami comes to warn him that he will be killed for being a traitor, and tries to convince him to join the boycott to save his life. Mr M refuses. They argue.
- 3 The mob arrives and kills Mr M.

In this section of the text, the following themes develop as follows:

THEME:

Betrayal

DEVELOPMENT:

Thami does not believe it's possible that Mr M is actually a traitor. He is shocked and devastated (upset) when he finds out, but he still tries to protect Mr M. Mr M's betrayal is complicated. He did not betray the young people because he wanted to hurt them. His reasons are complex, and are explained in the next two themes below.

THEME:

What is the Best Way to Achieve Change?

DEVELOPMENT:

Mr M values order, logic, discussion and learning, and he simply cannot understand his learners' desire to achieve change in a different way. Being caught in the chaos on the streets horrifies him, and this is one of the reasons why he betrays them: he believes that if he reports their names, the protests will be brought to an end and they will be safer. However, there is also another reason why he does it, explained in the next theme below.

THEME:

Living a Meaningful Life

DEVELOPMENT:

Mr M has built his whole identity around being a teacher. Nurturing young minds gives his life purpose. In fact, it is the only thing that brings meaning to his life. When his learners choose to boycott school as an act of resistance to Apartheid and the Bantu Education system, Mr M feels abandoned and alone. Without his learners to teach, his life loses all meaning. This is the most important reason why he betrays them – to get them off the streets and back into his classroom.

In this section of the text, the following style or structural elements have importance:

- 1 **Monologue:** Mr M gives a monologue in Scene 2. This is a quick way of informing the audience about the chaos of protests in the streets, and the brutal police response. It is also a way of showing it to us through Mr M's perspective, so that we realise how terrified and upset he is.
- 2 **Irony:** In his monologue, Mr M describes walking through the street protests and sees one of his learners, Sipho Fondini, writing the slogan 'Liberation first, then education.' This slogan expressed the learners' view that they had to put all their efforts into fighting Apartheid before they could think about going to school. It is ironic that Fondini asks Mr M to check his spelling. Irony is when what happens is the opposite of what you'd expect to happen. You would not expect Fondini to care about his spelling when he is boycotting school, but he does. This reminds us that the learners in the boycott are not boycotting school because they don't care about it, but because they want a better (and equal) education. They are trying to create a better future for themselves and their country.
- 3 **Symbols:**
 - In Scene 3 Mr M holds a dictionary in one hand and a stone (the one thrown through his classroom window) in the other. The dictionary is a symbol of education, learning, and the power of language, ideas and communication to change the world. The stone is a symbol for violent protest and what Mr M sees as uncontrolled lawlessness. Mr M thinks that Thami should choose the way of the

dictionary rather than the way of the stone. These physical symbols of the two ways of thinking help him to make his point to Thami and to the audience.

- The Ethiopian tribesman and his child are a symbol for all the suffering and hardship that people on the African continent have suffered. The play has been criticised because this symbol suggests that Africa is only a place of war and poverty, and ignores all the creativity, entrepreneurship, joy and political activism that also exists.

Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to pg. 89.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
89	Mr M: It was like being in a nightmare... wandered around aimlessly, helplessly, watching my world go mad and set itself on fire.	Theme: What is the Best Way to Achieve Change?	The learner protest that Mr M walks through as he is trying to get to school is his worst nightmare. It is chaotic, disorderly and confusing – all things which he hates. He also sees the children he cares so much about being tear-gassed and arrested. He is full of fear. He does not support this way of trying to achieve change, and his experience on the street confirms his view.	Have you ever participated in a march or protest? What did it feel like?.	No right or wrong answers. Listen to learner experiences.
90	Mr M: 'Liberation first, then education'... 'Is the spelling right, Mr M?'	Theme: What is the Best Way to Achieve Change?	This slogan sums up the view of many South African learners in the late 1970s and the 1980s. They felt that it was their responsibility to put all their time and effort into freeing South Africa from Apartheid. This meant that they would not go to school until Bantu Education, in particular, and Apartheid, in general, had ended.	Do you think learners should have stayed at school to get educated, or do you think they should have left school to help achieve liberation (freedom)?	Open-ended. Learners must give a reason for their response, e.g. <ul style="list-style-type: none"> • They should have left school. Everyone needed to work together to defeat Apartheid. The education they were getting was inferior anyway. Also, Apartheid meant that they did not have many opportunities even if they did well in school. • They should have stayed in school and left politics to the adults.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
90–91	Mr M: I wanted you to know how to read and write and talk in this world of living, stupid, cruel men... I have no lessons that will be of any use to you now.	Themes: What is the Best Way to Achieve Change? AND Living a Meaningful Life Character(s): Mr M	Mr M sincerely believed that teaching his learners to read, write and talk well was the best way he could protect them against injustice. Now that his learners have chosen a different form of resistance (a school boycott), he feels useless. They don't want to learn what he has to teach. This makes him feel like his life has lost meaning and purpose. Without his learners, he doesn't know how to live a meaningful life.	Do you think learning how to read, write and talk can protect you against injustice?	Open-ended. Learners must give a reason for their response, e.g. <ul style="list-style-type: none"> • Yes. If you can read, write and talk well you can stand up for yourself and you can change the views of others. • No. Only physical strength or weapons can protect you from oppression. • You need both the ability to fight injustice with words, and the willingness to fight physically if words fail.
93–94	Mr M: I am guilty. I did go to the police... AND Mr M:... it was my duty... AND Mr M:...to do whatever I could to put an end to this madness... AND Mr M:...but the truth is that I was so lonely! You had deserted me. I was so jealous...	Themes: What is the Best Way to Achieve Change? AND Living a Meaningful Life Character(s): Mr M	Mr M admits to being a traitor. He has betrayed his learners by giving their names to the police. However, he did not do this to hurt them. He disagrees with their method of resistance to Apartheid, and wants them to try to achieve change by staying in school and learning how to use their minds. Furthermore, he felt abandoned when his learners left school. This made him feel as though he had lost his meaning and purpose in life. He betrayed them in order to end the boycott and get them back into school so that he would no longer feel lost.	Mr M gives two reasons for his betrayal: he wanted to 'end this madness' and he was 'so lonely.' Which of these two reasons do you think was a bigger factor in his decision?	Open-ended. Learners must give a reason for their response, e.g. <ul style="list-style-type: none"> • His loneliness was the bigger factor. • His whole identity was based on being a teacher, and he was lost without his learners. • His desire to stop the madness was the bigger factor. He hated seeing his learners suffering at the hands of the police and he was uncomfortable with their method of struggle.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: At the start of Scene 3, why do you think Mr M calls out the names of his learners as if he is doing the register, even though the classroom is empty?
 - b QUESTION 2: On pg. 93, Thami says that the reason he is trying to save Mr M is not for Mr M's sake, but 'for the Struggle.' He says, 'Our Cause will suffer if we falsely accuse and hurt innocent people.' Even after Mr M admits that he really is an informer, Thami still wants to help him, and says again (on pg. 96) that he is doing it for 'the Cause,' not for Mr M. Do you think he is telling the truth that he is not helping Mr M because he cares about him, but because killing Mr M will look bad for the Cause?
- 4 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - He doesn't know how to deal with the fact that the world has changed. He clings onto his ordinary routines.
 - He is afraid for the safety of each learner. Calling out their names is a way of showing the audience how much he cares for each one. He is wondering whether each one is alive or dead.
 - His whole life and identity is based on being a teacher. Without his learners, he has no meaning or purpose in his life. Calling out their names shows the audience how much he depends on them for his purpose.
 - b QUESTION 2: Possible answers:
 - Yes, I believe he is telling the truth. He is furious with Mr M for not taking him seriously and for betraying them. He doesn't care about Mr M. All he cares about is the Comrades, the struggle and achieving freedom. He doesn't want them to kill Mr M because then the government will be even harsher with them, and it will be bad publicity.
 - No, I don't believe that he is telling the truth. Regardless of what he says, he loves Mr M, and doesn't want Mr M to suffer. We know this because he won't look Mr M in the eye when he talks to him about it. Furthermore, coming to warn Mr M was dangerous, and he wouldn't have done that if he didn't care about Mr M. Although they disagree politically, Mr M has done a lot for him, and deep down he appreciates it.

Journal questions

A: Instruct learners to copy these questions into their journals, and to answer them for homework.

- 1** Refer to ‘Mr M: Johnny Awu,...’ to ‘Mr M: ‘...don’t you remember?’ pages 90–91:
 - 1.1** Explain why Mr M’s reading of the attendance register is unusual. (2)
 - 1.2** Quote 4 consecutive (one after the other) words from the extract to show that the following statement is true:
Mr M want to teach his learners how to cope in this world. (1)
- 2** Refer to ‘Thami: Stop ringing that...’ to ‘Mr M:...don’t you remember?’ on pg. 91:
 - 2.1** Explain why Thami wants Mr M to stop ringing the bell. (2)
 - 2.2** When did Thami consider the ringing of the school bell to be as good as music? (1)
 - 2.3** How does Thami plan to help Mr M? (1)

B: Answers

- 1.1** There are not students in Mr M’s classroom, but he is marking the register as if there are. (2)
OR
A register is marked to check whether a learner is present or absent, not to check whether they are dead or alive.
- 1.2** ‘meant to help you’. (1)
- 2.1** The ringing of the bell shows that Mr M doesn’t support the school boycott. (1)
Thami is afraid that the mob will kill Mr M. (1)
- 2.2** When he was in Junior school. (1)
- 2.3** Thami says he will tell the crowd that Mr M has decided to join the boycott/Mr M is innocent and not an informer. (1)

Lesson 12: Reading

PREPARING FOR THIS LESSON

- For this lesson, you will read Act 2 Scenes 4 and 5: pages 96 to 103.
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto Post-its and stick these into your book.

Important developments

In this section of the text, the following main events take place:

- 1 In Scene 4, Thami has asked Isabel to meet him so he can say goodbye. He is leaving the country to train as a freedom fighter.
- 2 Their conversation is very tense. She is angry with him about Mr M's death, and doesn't understand how complicated the situation was. He explains to her that black South Africans cannot get justice through the courts under Apartheid, so they are left with vigilantism as the only option to punish traitors.
- 3 In Scene 5, Isabel goes to the top of the Wapadberg pass to pay her respects to Mr M. She promises him that she will live a life of meaning of which he would be proud.

In this section of the text, the following themes develop as follows:

THEMES:

Justice and Injustice AND Betrayal

DEVELOPMENT:

Thami explains to Isabel that because black South Africans live in an unjust system, they cannot rely on the justice system or the government for justice. First of all, the courts and police dis-criminate against black people. Secondly, when someone betrays the community in their fight against Apartheid, the government would welcome the betrayal, not punish it. Therefore, people often feel like the only way to punish perpetrators and get justice is to do it themselves. This is complicated because it sometimes leads to unjust behaviour, e.g. killing the wrong person.

THEME:

What is the Best Way to Achieve Change?

DEVELOPMENT:

After all his experiences, Thami decides that the best way to achieve change is to become a freedom fighter. He sees this as different to vigilantism and ‘mob justice.’ He doesn’t explain this directly, but we know from history that freedom fighters who, for example, fought in Mkhonto we Sizwe, acted more like a military force than like a mob. They had training, strategies, operations and commanders. For Thami this method of struggle is more moral and more effective than staying in his township and turning to vigilantism out of frustration with injustice. He is trying to make Isabel understand that because of the injustices of Apartheid, his people are left with no option other than to take the law into their own hands.

In this section of the text, the following style or structural elements have importance:

- 1 Euphemism:** Isabel refuses to call Mr M’s death an ‘unrest-related incident’ which is the phrase used in the newspaper article. She wants to call it murder. Thami, on the other hand, refuses to call it murder. Although he thinks it was the wrong thing to do, he does not view it as murder. He views it as an act of self-defence.
- 2 Monologue:** In Scene 5 Isabel gives a monologue on the top of the Wapadsberg Pass. She talks as if she is talking to Mr M. This is a way for Fugard to tell the audience what she thinks and feels.

Reading and Discussion:

- 1** Settle learners so that you have their attention.
- 2** Instruct learners to open their books on pg. 96.
- 3** Read the text aloud to learners. Learners should follow in their books.
- 4** As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
98	Thami: He went to the police and gave... They are now in detention.	Theme: Betrayal Character(s): Mr M	Mr M's betrayal was a very serious one. He did not give names of boycotting learners to the department of education. Instead, he gave names and addresses of the political action committee to the police. This is far more serious. The consequences for those learners who he betrayed will be more serious.	What do you think is the worst way that a person can betray someone else?	No wrong answers. Learners own response, e.g. <ul style="list-style-type: none"> Informing on them to the police. Cheating on your husband or wife. Lying about who your real parents are. Tricking you into committing crime.
99–100	Thami: I don't call it murder,... they turn into 'mad mobs.'	Themes: Betrayal AND Justice and Injustice Character(s): Thami and Mr M	Thami is trying to explain the political reality to Isabel. During Apartheid, the justice system (police and courts) was only fair for white people. It discriminated against black people, so it was not a source of justice for them. In particular, the community could not turn to the legal system for justice in the case of traitors. The Apartheid government did not support the struggle for freedom in the first place, so the justice system would not punish people who betrayed it. Thami is explaining that 'mob justice' or vigilantism was the only way that black communities could punish traitors and achieve justice. Thami does not like what the crowd did to Mr M and he does not support their decision. However, he does not consider it thoughtless murder either. He is saying that it was the community's only way to defend themselves against what they thought was a dangerous threat of betrayal.	Do you think that what the mob did when they killed Mr M was murder or self-defense? Why?	Open-ended. Learners must give a reason for their response, e.g. <ul style="list-style-type: none"> It was murder. They didn't go through a proper process of investigating and finding out the truth. They just killed him out of anger. It was self-defense. They had no alternative. They needed to protect themselves against his betrayal. He might have done it again, and put more people's lives in danger. They also need to send a message to others that traitors will be punished.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
101	Thami: I'm going to join the movement. ... but that will happen to me if I stay here.	Theme: What is the Best Way to Achieve Change? Character(s): Thami	Thami has decided that the best way to achieve change is to become a resistance fighter. He will use force to achieve freedom. The experience during the school boycott has convinced him that this is correct. He does not want to stay there and become so frustrated that he lands up participating in mob justice. Although he does not say so explicitly, he probably means that he is going to an Umkhonto we Sizwe (MK) training camp in one of South Africa's neighbouring countries.	Do you think becoming an MK fighter is different from being part of a crowd that kills traitors, even though both involve violence?	Open-ended. Learners must give a reason for their response, e.g. <ul style="list-style-type: none"> • Yes: Being an MK fighter is an organized and planned activity. MK had carefully planned strategies. Vigilantism is not as strategic, so innocent people are more likely to get killed. • No: They are the same, because they both involve using violence to achieve change.
103	Isabel: You gave me a little lecture once about wasted lives... I am going to try my best to make my life useful in the way that yours was.	Theme: Living a Meaningful Life Character(s): Isabel	Isabel tries to make meaning from her experiences with Mr M, Thami and the school boycott. She promises Mr M that she will make decisions in her life that make her life meaningful. This implies that she will find a way to contribute to South African society, to make it a better place.	How might Isabel make her life meaningful? What ways could she contribute to South African society?	<ul style="list-style-type: none"> • She could become a human rights lawyer and defend activists. • She could become a teacher and liberate young people's minds. • She could become a social worker. • She could join the Struggle. • She could join MK and become a freedom fighter. • She could teach white people to be less racist.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: Isabel and Thami argue over whether Mr M can be described as an informer. Who do you think is right?
 - b QUESTION 2: If you were a teenager during the 1980s, do you think you would have joined Umkhonto we Sizwe to train as a freedom fighter? Why or why not?
- 4 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - Thami is right. Mr M gave names and addresses of the political action committee to the police. It doesn't matter what his motives were, and it doesn't matter that it was his first time. Five people were arrested as a result of his actions. Those people could be tortured or killed. Thami is now having to run away because of Mr M. He betrayed his people, and that makes him an informer.
 - Isabel is right. An informer is someone who spies for the government and then informs on his people. Mr M had never done this before, he didn't take any money for it, and he did it because he believed he was doing the right thing.
 - b QUESTION 2: Possible answers:
 - Yes, I would have become a freedom fighter.
 - I believe in fighting for my people and my country.
 - People had tried peaceful resistance for decades and nothing had worked.
 - Liberation was more important than education. OR
 - No, I wouldn't have become a freedom fighter.
 - I believe in non-violent resistance.
 - I would have been too afraid.
 - I would not have wanted to leave my friends and family.
 - I would have used other methods of resistance, such as school boycotts.

Journal questions

A: Instruct learners to copy these questions into their journals, and to answer them for homework.

- 1** Refer to ‘Thami: No. It was worse than that...’ to ‘Thami: The People.’ on pages 98–99:
 - 1.1** Why did Mr M report the political action committee? Give two reasons. (Note: at least one of the reasons is not in this extract. You will have to use your knowledge of the play as a whole to answer this question.) (4)
- 2** Refer to ‘That doesn’t make him an ‘informer,’ Thami!’ on pg. 98:
 - 2.1** Identify the tone Isabel uses here. (1)
 - 2.2** Why does Isabel use this tone? (3)

B: Answers

1.1 Learners can give any two of the following:

- Mr M felt it was his duty/it was a matter of conscience because he wanted to protect the learners from police brutality. (1)/He thought if he informed on them, he would get them off the street and out of danger. (1)
- Mr M did not agree with the learners’ forceful/violent approach to fighting for change. He thought they were wrong to throw stones/burn cars/commit arson/smash windows. (1)/He saw their actions as vandalism and lawlessness. (1)
- He was lonely without the learners and he wanted to get them back to school. /He felt lost/abandoned when they learners started boycotting school. (1) His whole identity was based on being a teacher and he couldn’t cope without them. (1)

2.1 angry/frustrated/furious (1)

2.2 A reasonable combination of 3 of the following:

- She doesn’t think that Mr M should have been killed./She is upset that he is dead./She thinks that it was wrong of the crowd to necklace him.(1)
- She doesn’t agree that he was an informer. (1)
- Because he only went to the police once/he didn’t accept money/he did it as a matter of conscience. (1)
- She is frustrated that Thami can’t see this because she thinks it is obvious. (1)
- She really wants to make Thami understand that Mr M shouldn’t have been killed. (1)

**My Children!
My Africa!**

Reading

CYCLE 7

Post-reading and writing

Lesson 13: Reading

Preparing for this lesson

- Go back to the second lesson in this module and read through the ‘Group Theme Pages’ to refresh your memory about the five themes we have used to analyse this play.
- Before learners arrive in class, write the heading “Analysing the Themes in ‘My Children! My Africa!’” on the chalkboard.
- Under the heading, write the following four questions on the board:
 - a What does the theme mean?
 - b How is this theme developed in the play?
 - c Which characters are associated with the theme?
 - d How are they connected to it?

Post-Reading Discussion:

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to copy down the heading and the four questions from the chalkboard.
- 3 Explain that today they are each going to write five paragraphs that analyse the themes in the play.
- 4 Each paragraph will focus on one theme that we have examined while reading the play.
- 5 Each paragraph will answer the four questions on the board:
- 6 Explain that you will teach them how to do this by doing the first one with them.
- 7 Write the next heading, ‘Generational Conflict’.
- 8 Instruct learners to skip a line and copy this heading down in their exercise books.
- 9 Ask learners what they remember about this theme. They can use the four questions to help guide them.
- 10 If no one volunteers to share their ideas, instruct them to turn to a partner and share their ideas. Then, ask them again if they have any ideas to share.
- 11 Write some ideas from the learners on the board in paragraph form. These could include some of the following:

GENERATIONAL CONFLICT

A generation is a group of people who are roughly the same age. Different generations tend to see things differently. Often, older generations do not understand the new ways that younger generations see the world and do things. At the same time, younger generations often don’t agree with the way that older generations behave. In ‘My Children! My Africa!’ we see how the different generations disagree about the best way to fight Apartheid and achieve change. The characters associated with this theme are Mr M and Thami. Mr M

represents the older generation. He wants to fight Apartheid peacefully, by using words and ideas to convince white people that Apartheid is wrong. He sees his job as a teacher as his contribution to the struggle. Thami represents the younger generation who are impatient. They want to fight Apartheid using school boycotts, protests and force. Mr M and Thami disagree with each other's views, but Mr M won't listen to Thami's ideas because he is younger. Mr M thinks that Thami should just listen quietly to everything he says. This makes Thami feel very frustrated.

- a** Explain to learners that they can write a similar paragraph on this theme for homework. They can leave half a page blank under the heading. In class, they will write paragraphs on the other themes.
- b** Instruct learners to write the next theme as a heading: 'Betrayal'.
- c** Remind learners of the four questions that their paragraphs about betrayal must answer.
- d** Give learners ten to fifteen minutes to write their paragraphs on this theme. As they work, walk around the class to assist struggling learners.
- e** Call the class back together.
- f** Ask for one or two volunteers to share their paragraphs on betrayal with the class.
- g** Give them specific feedback about what is good and what needs work in their paragraphs. (There is a sample paragraph you can refer to at the end of this lesson.)
- h** Instruct learners to write the next theme as a heading: 'Justice and Injustice'.
- i** Remind them of the four questions that their paragraphs need to answer.
- j** Give learners ten minutes to write. As they work, walk around the class to assist struggling learners.
- k** Call the class back together.
- l** Ask for one or two volunteers to share their paragraphs on justice and injustice with the class.
- m** Give them specific feedback about what is good and what needs work in their paragraphs. (There is a sample paragraph you can refer to at the end of this lesson.)
- n** Instruct learners to write the next theme as a heading: 'What is the best way to achieve change?'
- o** Give learners ten minutes to write. As they work, walk around the class to assist struggling learners.
- p** Call the class back together.
- q** Ask for a volunteer to share their paragraphs on the best way to achieve change with the class.
- r** Give them specific feedback about what is good and what needs work in their paragraph. (There is a sample paragraph you can refer to at the end of this lesson.)
- s** Instruct learners to write the next theme as a heading: 'Living a Meaningful Life'.
- t** Give learners a few minutes to write. As they work, walk around the class to assist struggling learners.
- u** If they haven't finished by the end of the lesson, instruct learners to finish the paragraph for homework, along with the paragraphs on Generational Conflict.
- v** Explain that they will be using their paragraphs in the next lesson, so they must come to class with them complete or they will be unable to participate.

Sample paragraphs - Analysing Themes

1 GENERATIONAL CONFLICT

Sample paragraph is above in the lesson plan.

2 BETRAYAL

Betrayal is when someone does something disloyal to someone else. This person is called a traitor. There are a number of betrayals in the play. Isabel feels betrayed when Thami quits the quiz team. Thami feels betrayed that Isabel doesn't understand how important his political activity is. Mr M feels betrayed that his learners support the school boycott and stop coming to school. The main betrayal in the play is when Mr M gives the names and addresses of the political action committee to the Apartheid police. This results in the members being arrested, Mr M being necklaced to death and Thami fleeing the country. It is ironic that one of the reasons why Mr M betrays his learners is because he feels betrayed by them.

3 JUSTICE AND INJUSTICE

Apartheid was an unjust system. It discriminated against all people of colour, and especially against black people. In this situation, people needed to make difficult decisions about how to live and how to fight back. Some people felt that because they could not rely on the justice system to be fair, they needed to punish perpetrators themselves. This led to vigilantism and mob justice. The character associated with this theme is Mr M because he is killed by a mob as revenge for his betrayal of the activists. Although Thami does not agree with what these people do, he sees it as a just act of self-defense against the betrayal.

4 WHAT IS THE BEST WAY TO ACHIEVE CHANGE?

During Apartheid, people disagreed about the best way to achieve change and freedom. Some people wanted to use peaceful, or non-violent, methods of resistance. Mr M is one of those people. He wants to use words, ideas and communication to convince white people to stop supporting the Apartheid government. The symbol he uses to represent this is his dictionary.

Thami disagrees with him. He believes that using force is a quicker and better way to achieve change. He supports the Comrades who organise a school boycott to protest against Bantu Education. At the end of the play he leaves South Africa to train in order to join the armed struggle. He believes using violence is justified in order to end Apartheid because Apartheid is an unjust system.

5 LIVING A MEANINGFUL LIFE

All three of the characters in the play struggle with how to live a meaningful life. Isabel is a naïve and sheltered teenager at the start of the play. Through her experiences with Mr M and Thami, she realises that she is part of a broader South African society that includes black people. She is devastated by Mr M's death, which she sees as a mindless waste of a good life, and she is determined to make her life meaningful by contributing to South African society in some way.

Thami also wants to live a meaningful life. When he was a child he believed he could do that by being a doctor and healing people physically. Now he believes that the best way to do that is to become a freedom fighter and help end Apartheid. For Mr M, being a teacher is the most meaningful life. He tries to open his learners' minds and give them the skills they need to succeed in life. He is horrified by how Apartheid leads to wasted human potential, and sees Thami as his opportunity to do something meaningful.

Lesson 14: Reading

Preparing for this lesson

- Before learners enter the room, draw the following writing frame on the board. (If you have access to a photocopier machine, you can print copies for each learner instead and hand them out as they enter.)

The theme in 'My Children! My Africa!' that interests me is ...

I think it is interesting because ...

It relates to my life because ...

I still have the following question about ...

Post-Reading Activity:

- 1 Explain to learners that when they walk into the room, they must look at the writing frame written on the board.
- 2 Instruct learners to copy the writing frame off the board, or hand out copies if you have access to a photocopier machine.
- 3 Explain to learners that today they will think about how the themes in the play relate to their own lives.
- 4 Explain that each learner will choose one of the five themes that they think is most interesting.
- 5 Remind learners of the five themes.
- 6 Ask each learner to fill in the name of the theme they find most interesting in the first space in the writing frame (after the prompt 'The theme in 'My Children! My Africa!' that interests me is...').
- 7 Ask learners to think about why they find that theme interesting. Give a few examples, e.g. Perhaps they find it interesting because it is a difficult question, or maybe they find it interesting because it relates to something they've experienced in their own lives.
- 8 Ask a few learners to share their reasons with the class.
- 9 Instruct learners to fill in their reasons in the next space in the writing frame (after the prompt 'I think it is interesting because...').

- 10 Give learners some time to write. Walk around the room and assist struggling learners.
- 11 Call the class back together.
- 12 Explain that the reason why themes are powerful is because they are often ideas that we can relate to our own lives, or ideas that apply to situations we have experienced.
- 13 Ask learners to raise their hands if they have ever:
 - been betrayed
 - experienced injustice
 - struggled to work out the right thing to do
 - had conflict with someone in an older generation
 - felt like their potential was being wasted
- 14 Instruct learners to write down their experiences, that are related to the theme they have chosen, in the next space (after the prompt ‘It relates to my life because ...’).
- 15 Give learners some time to write. Walk around the room and assist struggling learners.
- 16 Call the class back together.
- 17 Ask learners to think about what else they would like to know about the theme, or what aspects of it they still aren’t sure about. Instruct them to write these thoughts in the last space on the page (after the prompt ‘I still have the following question about it...’).
- 18 Instruct learners to choose any other learner in the class, go over to their desk and share their writing frame with this partner.

Sample Completed Writing Frame:

The theme in ‘My Children! My Africa!’ that interests me is ... ‘Betrayal’.

I think it is interesting because ... everyone in the play betrays someone else. The most important betrayal is when Mr M betrays the Comrades by reporting their activities to the police. This has serious consequences, and it seems clear that it was an immoral thing to do, even if he did it as ‘a matter of conscience.’ But the other betrayals are more ordinary ones. Thami betrays Isabel by abandoning the quiz. Isabel betrays Thami by not supporting his political activism. Thami betrays Mr M by boycotting school. Mr M betrays Thami by not taking his ideas seriously. This happens in real life too. People betray each other all the time, and we have to decide how to respond: with forgiveness or with revenge.

It relates to my life because ... I have been betrayed by people I care about. Last year I told my best friend a very private secret, and asked her not to tell anyone. The following week, I went to school and all the girls in my grade knew about it. I was embarrassed and very hurt that she had betrayed me. I stopped speaking to her, but she apologised and now we are friends again. I’m still hurt and I don’t trust her like I used to, but I have forgiven her for what she did.

I still have the following question about ... why Mr M really betrayed the Comrades. He gives different reasons. On the one hand, he says it was a matter of duty. On the other hand, he admits he was lonely and felt abandoned by his learners. Which reason was the real one? Can they both be real?

Structure of the drama *My Children! My Africa!* lesson plans

Writing and presenting

- 1 In every two week cycle, one or two writing tasks must be taught.
 - a The lessons that follow are designed to teach one process writing task.
 - b CAPS specifies 3 hours per two-week cycle for Writing & Presenting.
 - c If you plan to complete another writing task in a cycle, then teach the lesson over 2 hours.
 - d If you plan to teach only one writing task in a cycle, then teach the lesson over 3 hours.
- 2 According to CAPS, teachers should teach learners a range of writing genres that include:
 - a Essays, for example: a discursive essay
 - b Long transactional texts, for example: a formal letter
 - c Short transactional texts, for example: an invitation
- 3 This Content Booklet includes lesson plans for:
 - a 3 × essays
 - b 3 × long transactional texts
 - c 1 × short transactional text
- 4 Every Writing & Presenting lesson follows the same structure:
 - a **The topic is set.** This includes teaching aspects of the genre, and sometimes, looking at model texts. It also includes the teaching of useful vocabulary.
 - b **Planning is done.** A planning strategy is provided, and learners complete different activities to help them plan in a meaningful way. A writing frame or template is provided.
 - c **The text is drafted.** At this point, the teacher will give instructions for drafting, and will share criteria for the task.
 - d **The draft is edited.** An editing checklist is provided, and learners will self-edit or peer-edit their drafts.
 - e **The text is published and presented.** Publishing, or rewriting the edited text, is usually done as homework. Different strategies are used to allow learners to present or share their writing.
 - f **A sample answer, a mark and written feedback is provided as a model for the teacher.** This is useful as it helps teachers to set an appropriate standard for writing tasks.
NOTE: Every time a particular genre of writing is taught from Grade 10 to Grade 12, it is taught in exactly the same way. This allows teachers and learners to experience the process a number of times, and to consolidate their learning of that genre. This repetition provides scaffolding and security, which ultimately builds learners' confidence.

**My Children!
My Africa!**

**Writing and
presenting**

CYCLE 1

Writing and presenting

Argumentative essay

Topic:

In ‘My Children! My Africa!’, Thami argues with Isabel in Act 2 Scene 4. He says that the crowd that necklaced Mr M were not a ‘mad mob’ guilty of murder and that they were acting in self-defence. Isabel maintains that Mr M was murdered.

Reread from ‘Thami: Then what do you call ...’ (pg. 99) to “Thami:...so desperate that they turn into ‘mad mobs’”(pg. 100) and decide whether you agree with Thami or not. Give your opinion and support it with three different pieces of evidence from the play.

Length of task

250–300 words

CAPS REFERENCE: pg. 39

Text type	Purpose	Text Structure	Language Features
Persuasion/ Argumentative essay	To argue a case for a point of view To attempt to convince the reader	Statement of position, e.g. <i>Shops should be closed on Sunday</i> Series of arguments – often in the form of a point plus elaboration, e.g. <i>Everyone needs a day of rest. This is especially important for people who work in shops because ...</i> Reinforcement – summary and restatement of the opening position, e.g. <i>We have seen that ... so...</i>	Simple present tense, e.g. <i>I play tennis every week. / Snakes are reptiles.</i> Focus mainly on generic participants, e.g. <i>shops, people</i> Reason, cause / effect, concessive conjunctions / logical connectors, e.g. <i>this shows, however, because, therefore</i>

Introduction

Tell learners that today they are going to write an argumentative essay. The essay will be linked to the play, ‘My Children! My Africa!’. In this essay, learners will decide whether the mob murdered Mr M or if they were acting in self-defence.

Teach the genre

PURPOSE:

Argumentative writing is writing that attempts to argue a case for one point of view. It attempts to persuade (convince) the reader that their point of view is correct.

(NOTE: In a discursive essay, the writer may discuss different points of view. In an argumentative essay, the writer must choose one point of view and stick to it.)

HOW TO WRITE AN ARGUMENTATIVE ESSAY:

The writer must try to remain unemotional and use sensible arguments to support their point of view. The writer does not need to believe strongly in their chosen point of view. However, solid explanations based on good strong evidence are required to support a convincing argument.

It is important to teach learners how to do the following things:

- 1 Take a stance (have a point of view) on a topic.
- 2 Use a number of explanations to back up that stance.
- 3 Provide logical, sensible, relevant evidence as support.
- 4 Be able to use logical connectors to craft a good argument (e.g. 'this shows', 'in addition', 'because', 'therefore').
- 5 Write good introductory and concluding paragraphs.

Ideas for teaching selected features are suggested below:

Teach selected text structures and language features

Activity 1: Developing arguments choose a stance

- 1 Explain that for learners to make a good argument, they must be clear on what their point of view is on an issue that not everyone agrees on. They must take a position or stance.
- 2 Write this statement on the board: 'Eating meat is wrong'. Ask learners to decide if they agree or disagree with this point of view.
- 3 Ask for a show of hands for each stance: For the statement (agreeing) or against the statement (disagreeing). Each learner can vote only once.
- 4 Remind them that, by voting, they have taken a 'stance' or 'position' on a subject that not everyone agrees on.

EXPLAIN YOUR STANCE

- 1 Instruct each learner to open their exercise books and write down the stance they have chosen.
- 2 Instruct learners to write down one reason for their stance. Explain that this is an explanation. It explains why they have the opinion they have.

- 3 Give learners a few minutes to write. As learners write, draw the following table on the board:

Explanation	Support/Evidence

- 4 Call learners back together.
 5 Ask learners: What is your opinion and what is one reason for your opinion?
 6 Call on a few learners to share their opinion and explanation. Write a few of these into the table, e.g.

Explanation	Support/Evidence
FOR: Animals suffer when they are killed.	
AGAINST: Meat is a good source of protein, vitamins and minerals.	

SUPPORT YOUR STANCE

- 1 Once you have filled in a few explanations onto the table, explain that we still need ‘evidence and support’ for these explanations. Support and evidence show why our explanations are true and important.
 2 Instruct learners to look at the explanation they have written. They must give one or two reasons why they think this is true and important.
 3 Give learners a few minutes to write. Walk around the room and help struggling learners.
 4 Call learners back together.
 5 Ask learners to share their support/evidence. Add to the explanation you have written on the board and/or add new ones, e.g.

Explanation	Support/Evidence
FOR: For more than two million years we were primarily meat eaters.	Only in the last 10 000 years did the human diet shift, with the cultivation of grains and legumes.
AGAINST: Animals suffer when they are killed.	They have nervous systems.
FOR: We get protein, vitamins and minerals from meat.	Meat provides protein, iron, zinc and B vitamins.

CONCLUSION:

- 1 Now that you have filled in the table and discussed, ask learners: Which argument do you think is more convincing, based on the evidence?
 2 Ask for a show of hands for each stance: For the statement (agreeing that we should not eat meat) or against the statement (disagreeing, and saying that we should eat meat). Each learner can vote only once.

- 3 Remind the learners that effective argumentative writing depends on good explanation and convincing support.

Activity 2: Using conjunctions and logical connectors getting ready:

- 1 Before the lesson begins write the following on the board (or photocopy it if you have access to a photocopier):

Eating meat is wrong. Animals suffer when they are killed. We know this because they have well-developed nervous systems. They have the ability to feel pain and distress. We have no right to treat animals like that just so we can enjoy eating them. Before they are killed, they are kept in terrible conditions on 'factory farms' where they don't have enough space to move around.

Sometimes they have to stand in pools of their own faeces, and live in dark rooms and never see sunlight. Moreover, farming animals to eat is bad for the environment. Cows are bad for the environment because of their farts, which contain a greenhouse gas called methane. There are 1.4 billion cows in the world. This number is not natural: it is so high only because we breed cows for dairy and beef. If we stopped farming cows, there would actually be fewer cows and therefore less methane in the atmosphere. In conclusion, being a vegetarian is the moral way to eat.

Connectors:

- So...
- However...
- While...
- Therefore...
- Similarly...
- Then...
- We can agree that...
- On the other hand...
- Based on the fact that...
- We know that because...
- Because...
- In addition...
- Further...
- Furthermore...

INTRODUCTION:

- 1 Explain to learners that in essays, it is very important that our ideas flow logically. This means, we move from one idea to the next in a way that makes sense.
- 2 Explain that connectors tell readers where we are going in the argument.
- 3 Read the sentences written on the board to learners. Read the connectors.
- 4 Explain that today, learners will work with a partner to connect the sentences into a logical paragraph using the connectors that have been listed. Explain that there are lots of different options – there is not only one right answer.
- 5 Explain that learners must use each connector only once.

MODELLING:

Model how to do the first one for learners, connecting the first two sentences. For example: ‘Eating meat is wrong because animals suffer when they are killed.’

JOINT WORK:

Call a learner to connect the next two sentences. For example: ‘We know this because they have well-developed nervous systems. We know that they have the ability to feel pain and distress.’

PAIR WORK:

Instruct learners to turn to a partner and connect as many of the other sentences as possible using connectors.

DISCUSSION:

- 1 Call learners back together.
- 2 Go through the sentences with learners. Ask learners to suggest connectors that work. Write down the connectors that learners suggest as you go, e.g.

Eating meat is wrong **because** animals suffer when they are killed. We know this because they have well-developed nervous systems. **We know that** they have the ability to feel pain and distress. **Therefore** we have no right to treat animals like that just so we can enjoy eating them. **In addition**, before they are killed, they are kept in terrible conditions on ‘factory farms’ where they don’t have enough space to move around.

- 3 Remember that there are many possibilities! This is just one example.

CONCLUSION:

- 1 Instruct learners to take out their exercise books and copy the list of connectors into their books.
- 2 Explain that learners will be required to use at least three different connectors in their argumentative essays.

Useful genre-related vocabulary

persuasion	using arguments to convince the reader that a particular point of view is correct
proof/evidence	supporting ideas to back up a point of view
stance	a point of view

1. Setting the task

SET THE TASK

- 1 Remind learners that they will use Act 2 Scene 3 and Scene 4 as source texts, i.e. texts that will provide material to build an argument. In Scene 4, Thami and Isabel argue about Mr M's death. Isabel feels Mr M was an innocent man who was murdered by a 'mad mob' but Thami says it was self-defence. Learners will develop and look carefully at their different arguments to identify whether they are persuasive (convincing) or not.
- 2 They will then write their own argument about whether Mr M's death was murder or self-defence. They must provide three different pieces of evidence from anywhere in the drama to support their opinions. These can be quotations from the drama, or they can be references to things in the drama.

2. PLANNING

PLANNING STRATEGY

- a Remind learners of the topic.
- b Choose a stance.
- c Use source text.
- d Choose 3 best arguments.

INSTRUCTIONS FOR PLANNING**A. REMIND LEARNERS OF THE TOPIC**

Topic: In 'My Children! My Africa!', Thami argues with Isabel in Act 2 Scene 4. He says that the crowd that necklaced Mr M were not a 'mad mob' guilty of murder and that that they were acting in self-defence. Isabel maintains that Mr M was murdered.

Reread from 'Thami: Then what do you call ...' (pg. 99) to "Thami:...so desperate that they turn into 'mad mobs'"(pg. 100) and decide whether you agree with Thami or not. Give your opinion and support it with three different pieces of evidence from the play.

B. CHOOSE A STANCE AND WRITE EXPLANATIONS

- a Explain that today, learners will begin planning their essays. First, learners need to choose a stance.
- b Remind learners that the two possible arguments are:

- Killing Mr M was murder by a mad mob
OR
 - Killing Mr M was self-defence
- c** Instruct learners to take out their exercise books and write down their stance.
- d** Instruct learners to make two columns, headed ‘Explanation’ and ‘Support/Evidence’. (Please refer to the example in the ‘Sample for the Teacher’ section below.)
- e** Then, instruct learners to write down as many ‘Explanations’ (reasons) as they can think of for their stance. They must leave five lines between each explanation.

C. USE A SOURCE TEXT TO PROVIDE SUPPORT AND EVIDENCE MODELLING

- a** Explain to learners that they will be using Act 2 Scenes 3 and 4 (pg. 90–101) as source texts. This means that they can use ideas and arguments from these scenes to provide support for their ideas.
- b** Instruct learners to take out their copies of ‘My Children! My Africa!’ and go to Act 2 Scene 3 on pg. 91 where Thami says, ‘Stop ringing that bell, Mr M.’ Tell learners that you will look at a few pages together to help them get started. Read the first page, until you get to the first example of evidence (proof) that supports killing Mr M was murder.
- c** The first example is on pg. 92 where Thami tells Mr M, ‘They will kill you.’ He repeats this same line just before the end of Scene 3 on page 96. At the end of Scene 3, stage directions tell us that Mr M confronts the mob and they do indeed kill him. Read up to the first example on page 92 with the class ‘You are in big danger.’ This evidence supports the argument that Mr M was murdered by a mad mob.

Explanation	Support/Evidence
Mr M wasn’t attacking anyone at the time he was killed, so his murder wasn’t self-defence.	When the crowd arrived at the school, Mr M was sitting in his classroom talking to Thami. He didn’t have any weapons, and he didn’t try to fight them. The stage directions on pg. 96 tell us that Mr M goes outside to meet the crowd with nothing in his hands other than the school bell. He wasn’t trying to kill anyone. Furthermore, he went outside even though he knew he would be killed. We know this because he says to Thami on pg. 96, ‘Do you think I’m frightened of dying?’

- d** When you have completed the example ask learners if they have any questions.

JOINT ACTIVITY:

- 1** Call on one learner to keep reading until they reach the next example.
- 2** Help guide this learner to fill out the next item on the table, for example:

Explanation	Support/Evidence
Mr M was killed by a mob of community members, not executed by the government.	On pg. 96, the stage directions refer to the killers as a 'mob'. The newspaper article Isabel reads out refers to the killers as a 'group of blacks' (pg. 97).

- 3 Assist the learners if they struggle.

GROUP ACTIVITY:

- 1 Now divide the class into groups of 5 or 6 learners. Each learner in the group should have the same stance as their group members.
- 2 They must scan the rest of the chapter together, (just as you have modelled) and identify any words or phrases or ideas that support their argument/explanations.
- 3 They must fill in their planning tables as they work, so that they build good arguments, backed by evidence.
- 4 Give them time to read and discuss.
- 5 If needed, learners may complete their planning tables for homework.

D. SELECTING THE BEST POINTS

- 1 Call learners back together.
- 2 Instruct learners to read over their planning tables. Learners must read the explanations. They must think about which explanations have the most evidence.
- 3 Explain that learners must choose their best three explanations (reasons) for their stance.
- 4 Explain that these three explanations will form the body of the learners' essays. Learners will turn each explanation into a paragraph.

SAMPLE FOR TEACHER

SAMPLE COMPLETED PLANNING TABLE:

Remember this will look different for each learner. In addition, we have only presented one side of the argument here! Learners may argue either side.

My stance: Mr M was murdered by a mad mob

Explanation / Reason	Support / Evidence
Mr M was killed by community members, not executed by the government. AND Mr M did not get a trial. Therefore the people couldn't make sure he was really guilty.	The stage directions on on pg. 96 tell us that he goes out to meet 'the mob' that kills him. This means it is a group of community members. He does not get arrested by police or get a trial. His killing is not a state execution. He is simply murdered by angry people. They don't even know for sure that he was the informer, as Thami is the only one he has admitted this to (pg. 93).
Mr M wasn't attacking anyone at the time he was killed.	When the crowd arrived at the school, Mr M was sitting in his classroom talking to Thami (pg. 91). He didn't have any weapons, and he didn't try to fight them. The stage directions on pg. 96 tell us that Mr M goes outside to meet the crowd with nothing in his hands other than the school bell. He wasn't trying to kill anyone. Furthermore, he went outside even though he knew he would be killed. We know this because he says to Thami on pg. 96, 'Do you think I'm frightened of dying?'
Mr M informed on the political action committee as a matter of conscience, not because he was a traitor.	On pg. 93 Mr M says that before going to the police station he thought about how it was his duty to his conscience, his learners and his community to put an end to the 'madness of boycotts and arson, mob violence and lawlessness.'

3. Drafting

INTRODUCE CRITERIA

Tell learners that as they draft, they must consider the following criteria:

- 1 The essay must be 250–300 words long.
- 2 They may choose only one stance in the argument.
- 3 They will need five paragraphs, including the introduction and the conclusion.
- 4 All explanations must be accompanied by supporting evidence or proof.
- 5 They should keep their language as objective as they can.

- 6 They must write in the simple present tense as far as possible.
- 7 They must use at least three connectors in their essays.

INSTRUCTIONS

INTRODUCTION:

- 1 Settle learners so that you have their attention.
- 2 Explain that today, learners will draft their plans into a full essay of 250 to 300 words.
- 3 Explain to learners: Just like a house or building, every essay needs a structure.
- 4 Remind learners: Each paragraph contains a different idea. The paragraphs follow each other in a particular structure, so they make sense to the reader.
- 5 Explain that learners will re-order their arguments into strong paragraphs.

1. WRITE AN INTRODUCTION

- a Explain that an argumentative essay must begin with an introduction.
- b Explain: An introduction tells the reader briefly:
 - what you think (your position or stance)
 - why you think that (a justification)
 - what you are going to discuss in your essay
- c Instruct learners to begin their essays with the starter: 'In my opinion...'
- d Instruct learners to take out their exercise books. They must write their own opinion on the topic, why they think that and explain briefly what they will discuss in the essay.
- e Give learners time to write an introduction.

2. ORGANISING THE BODY

- a Explain that in the body, learner must have three paragraphs that each discuss a different explanation for their opinion.
- b Explain that each of the explanations they have written (from the left column of their planning tables) can become the topic sentences. The rest of the paragraph will be the evidence from the right hand side of the table.
- c Instruct learners to look at their planning tables, and to write the topic sentences for each of their sentences, for example:
 - Killing Mr M is murder because he is killed by members of the community.
 - Furthermore, Mr M isn't attacking anyone at the time he is killed.
 - Mr M informed on the political action committee as a matter of conscience, not because he was a traitor.
- d Give learners time to use their topic sentences and planning tables to complete the body of their essays.

3. WRITE A CONCLUSION

- a Explain that an argumentative essay must end with a conclusion.
- b Explain that in a conclusion, you must:
 - restate your stance

- summarise your explanations
- conclude your response
- c** Instruct learners to begin their conclusion with the starter: ‘In conclusion...’
- d** Give learners time to write their conclusions.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context 30 MARKS	28-30 <ul style="list-style-type: none"> Outstanding/Striking response beyond normal expectations Intelligent, thought-provoking and mature ideas Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending 	22-24 <ul style="list-style-type: none"> Very well-crafted response Fully relevant and interesting ideas with evidence of maturity Very well organised and coherent (connected), including introduction, body and conclusion/ending 	16-18 <ul style="list-style-type: none"> Satisfactory response Ideas are reasonably coherent and convincing Reasonably organised and coherent, including introduction, body and conclusion/ending 	10-12 <ul style="list-style-type: none"> Inconsistently coherent response Unclear ideas and unoriginal Little evidence of organisation and coherence 	4-6 <ul style="list-style-type: none"> Totally irrelevant response Confused and unfocused ideas Vague and repetitive Unorganised and incoherent
	25-27 <ul style="list-style-type: none"> Excellent response but lacks the exceptionally striking qualities of the outstanding essay Mature and intelligent ideas Skilfully organised and coherent (connected), including introduction, body and conclusion/ending 	19-21 <ul style="list-style-type: none"> Well-crafted response Relevant and interesting ideas Well organised and coherent (connected), including introduction, body and conclusion 	13-15 <ul style="list-style-type: none"> Satisfactory response but some lapses in clarity Ideas are fairly coherent and convincing Some degree of organisation and coherence, including introduction, body and conclusion 	7-9 <ul style="list-style-type: none"> Largely irrelevant response Ideas tend to be disconnected and confusing Hardly any evidence of organisation and coherence 	0-3 <ul style="list-style-type: none"> No attempt to respond to the topic Completely irrelevant and inappropriate Unfocused and muddled
	Upper level				
	Lower level				

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling 15 MARKS	14-15 <ul style="list-style-type: none"> • Tone, register, style and vocabulary highly appropriate to purpose, audience and context • Language confident, exceptionally impressive • Compelling and rhetorically effective in tone • Virtually error-free in grammar and spelling • Very skilfully crafted 	11-12 <ul style="list-style-type: none"> • Tone, register, style and vocabulary very appropriate to purpose, audience and context • Language is effective and a consistently appropriate tone is used • Largely error-free in grammar and spelling • Very well crafted 	8-9 <ul style="list-style-type: none"> • Tone, register, style and vocabulary appropriate to purpose, audience and context • Appropriate use of language to convey meaning • Tone is appropriate • Rhetorical devices used to enhance content 	5-6 <ul style="list-style-type: none"> • Tone, register, style and vocabulary less appropriate to purpose, audience and context • Very basic use of language • Tone and diction are inappropriate • Very limited vocabulary 	0-3 <ul style="list-style-type: none"> • Language incomprehensible • Tone, register, style and vocabulary not appropriate to purpose, audience and context • Vocabulary limitations so extreme as to make comprehension impossible
	13 <ul style="list-style-type: none"> • Language excellent and rhetorically effective in tone • Virtually error-free in grammar and spelling • Skilfully crafted 	10 <ul style="list-style-type: none"> • Language engaging and generally effective • Appropriate and effective tone • Few errors in grammar and spelling • Well crafted 	7 <ul style="list-style-type: none"> • Adequate use of language with some inconsistencies • Tone generally appropriate and limited use of rhetorical devices 	4 <ul style="list-style-type: none"> • Inadequate use of language • Little or no variety in sentence • Exceptionally limited vocabulary 	0-1 <ul style="list-style-type: none"> • Necessary points lacking • Sentences and paragraphs faulty • Essay still makes some sense
STRUCTURE Features of text; Paragraph development and sentence construction 5 MARKS	5 <ul style="list-style-type: none"> • Excellent development of topic • Exceptional detail • Sentences, paragraphs exceptionally well-constructed 	4 <ul style="list-style-type: none"> • Logical development of details • Coherent • Sentences, paragraphs logical, varied 	3 <ul style="list-style-type: none"> • Relevant details developed • Sentences, paragraphs well-constructed • Essay still makes sense 	2 <ul style="list-style-type: none"> • Some valid points • Sentences and paragraphs faulty • Essay still makes some sense 	0-1 <ul style="list-style-type: none"> • Necessary points lacking • Sentences and paragraphs faulty • Essay lacks sense
	15 <ul style="list-style-type: none"> • Language excellent and rhetorically effective in tone • Virtually error-free in grammar and spelling • Skilfully crafted 	10 <ul style="list-style-type: none"> • Language engaging and generally effective • Appropriate and effective tone • Few errors in grammar and spelling • Well crafted 	7 <ul style="list-style-type: none"> • Adequate use of language with some inconsistencies • Tone generally appropriate and limited use of rhetorical devices 	4 <ul style="list-style-type: none"> • Inadequate use of language • Little or no variety in sentence • Exceptionally limited vocabulary 	0-1 <ul style="list-style-type: none"> • Necessary points lacking • Sentences and paragraphs faulty • Essay still makes some sense

4. Editing

STRATEGY

Peer-edit

INSTRUCTIONS FOR EDITING

(NOTE: If you do not have time to do this activity in class, give learners the checklist and instruct them to self-edit for homework instead.)

- 1 Before the lesson begins, copy the checklist below onto the board (or make copies if you have access to a photocopy machine).
- 2 Explain that for this writing task, learners will edit a peer's work.
- 3 Remind learners that all writers edit. It is a very important part of the writing process.
- 4 Instruct learners to take out their exercise books and find their drafts.
- 5 Instruct learners to copy the editing checklist (below).
- 6 Instruct learners to read each question, and then to read their partner's essay to see if they have done what the question in the checklist asks. If they find that their partner has not done something required by the checklist, they must make a note of it.
- 7 Give learners time to edit their partners work. Wherever they find writing that they think could be improved, they must underline it, circle it or make a note of it in pencil on the page. Both partners do this silently at the same time.
- 8 As learners work, walk around the room to help pairs that are struggling.
- 9 Then, taking turns, tell learners they must share their ideas with their partners about how to improve the writing.

EDITING CHECKLIST

- 1 Does my partner's introduction state the stance and point of view clearly?
- 2 Do paragraphs 2, 3, and 4 contain a clear explanation (one per paragraph) and provide two pieces of supporting evidence or proof for each one?
- 3 Does the conclusion restate the stance and summarise the explanations?
- 4 What is one argument that is convincing?
- 5 What is one argument that could be improved?
- 6 Do the paragraphs appear in an order that makes sense?
- 7 Do all the sentences start with capital letters and end with full stops?
- 8 Has your partner checked that their spelling is correct?
- 9 Has your partner tried to remain unemotional and objective?
- 10 Has your partner used at least two connectors?

5. Presenting

PUBLISHING REQUIREMENTS

- 1 Learners must write out their essays neatly, on lined paper.
- 2 Learners must read through the edits their partner has made. They must read through the editing checklist. Learners must consider the feedback from their partner as they write their final draft.
- 3 At the top of the page, they must include their name, the date, the words ‘Argumentative Essay’ and their own title for their essay.
- 4 They must write neatly, leaving a line between paragraphs.
- 5 At the bottom of their essay they must write the words ‘Word count’ followed by the number of words in their essay.
- 6 Publishing can be assigned as homework.

STRATEGY

Turn and talk, and wall display

PRESENTING INSTRUCTIONS

- 1 Put learners into new pairs. They must not have the same partners who peer-edited their work.
- 2 Tell learners: Either read your essay to your partner, or let your partner read it silently.
- 3 Instruct them to come up with one compliment, i.e. they must tell their partner something they liked about the writing.
- 4 Ask for a few volunteers to read their essays to the class.
- 5 Applaud each learner after they have read their work.
- 6 After you have completed marking the essays, choose the best examples for display on the wall.

COMPLETED EXAMPLE
ARGUMENTATIVE ESSAY

Mr M's Death: Murder or Self-Defence?

Murder is the unjustified killing of another person. Self-defence is when you have to kill someone to save your life. If a court finds that you killed someone in self-defence, you are not guilty of murder.

Killing Mr M is murder because he is killed by members of the community. The stage directions on pg. 96 tell us that he goes out to meet 'the mob' – a group of community members - who kill him. He is not proven guilty at a trial and is not executed by the government. They don't even know for sure that he is the informer, as Thami is the only one he has admitted this to. Therefore, Mr M's killing is murder.

In addition, Mr M isn't attacking anyone when he is killed. When the crowd arrives, Mr M is in his classroom. The stage directions on pg. 96 tell us that he goes outside to meet the crowd with only the school bell in his hands. Furthermore, he goes outside even though he knows he will be killed. He even says to Thami on pg. 96 'Do you think I'm frightened of dying?'

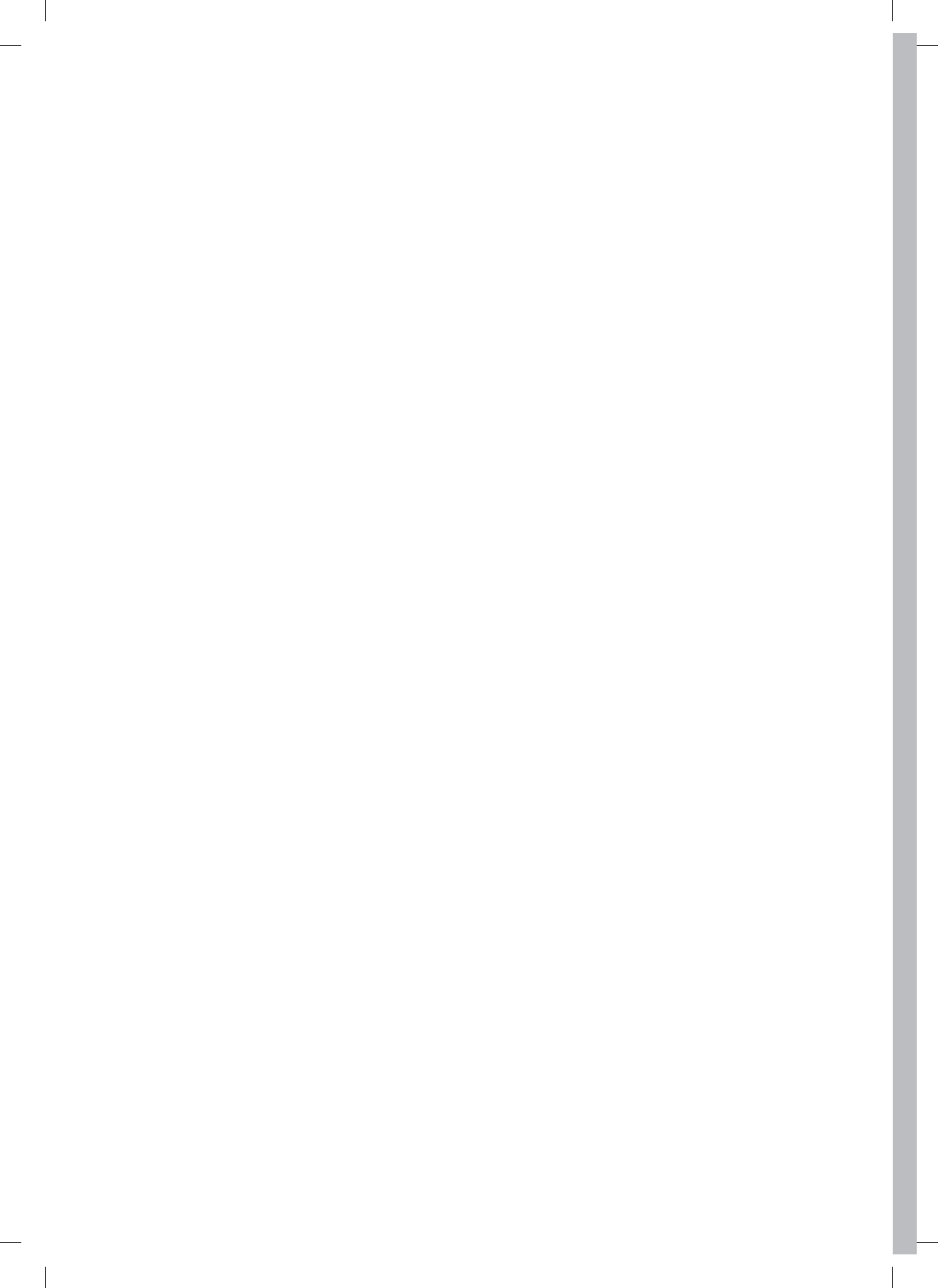
Mr M informed on the political action committee as a matter of conscience, not because he was a traitor. On pg. 93 Mr M says it was his duty to his conscience, his learners and his community to put an end to the 'madness of boycotts and arson, mob violence and lawlessness.' This shows that he was not deliberately trying to hurt the community, so they have no right to kill him.

In conclusion, it is clear that when the mob kills Mr M, they are not acting in self-defence. They are, as Isabel describes them, a mad mob of people who take out their anger on a good man who loved the community.

Word count: 301
Mark: 48/50

TEACHER FEEDBACK

This is a very persuasive piece of writing. Your position is clear, and you have identified three strong arguments in favour of it. Each argument is explained in a well-elaborated paragraph. The most impressive thing about your essay is that each argument is backed up with evidence from the play. I'm impressed with your specific page references and direct quotes. The introduction and conclusion are concise and clear, and your essay left me in no doubt about your opinion that Mr M was murdered by a mad mob. Well done – I can see that you put a lot of work into planning, drafting and editing your writing, and it has paid off.



**My Children!
My Africa!**

**Writing and
presenting**

CYCLE 2

Writing and presenting

Narrative essay

Topic:

At the heart of every story is a conflict. In ‘My Children! My Africa!’, the main conflict is a betrayal: Mr M betrays Thami by reporting the Comrades who are on the political action committee to the police.

Write a narrative essay in which the conflict is also a betrayal. In your essay, do not refer to ‘My Children! My Africa!’. Your essay must be about a different betrayal and your characters must be original. As you plan, think about why the betrayal happens, who is betrayed, who they are betrayed by and if it is resolved.

Length of task

250–300 words

CAPS REFERENCE: pg. 39

Text type	Purpose	Text Structure	Language Features
Narrative Essay	To entertain	Orientation that introduces characters and setting, e.g. <i>Once upon a time there was an old woman who lived with her son called Jack. They were very poor.</i> Events leading to a complication. e.g. <i>Jack spent all the money his mother gave him on some magic beans. His mother was angry.</i> Resolution and ending: e.g. <i>Jack came back with the Giant’s treasure and they lived happily ever after.</i>	Written in the first or third person Written in the past tense Events described sequentially Connectives that signal time, e.g. Early that morning, later on, once Makes use of dialogue Language used to create an impact on the reader e.g. adverbs, adjectives, images

Introduction

Tell learners that today they are going to write a narrative essay. The essay will be linked to the drama, ‘My Children! My Africa!’. In this essay, a betrayal will take place.

Teach the genre

PURPOSE:

The purpose of a narrative essay is to tell a story, to entertain, amuse, challenge or inspire the reader.

How to write a narrative essay:

- 1 In order to tell a story, you need to choose:
 - **Conflict:** external or internal.
 - **Characters:** one to three.
 - **Setting:** time and place.
- 2 Plot has a beginning, middle and end:
 - **Introduction:** Describe characters and setting.
 - **Conflict/Rising Action:** Narrate events that lead to the conflict. Build tension.
 - **Climax:** Narrate main events that make up the conflict. Contains action.
 - **Falling Action:** What happens as a result of the climax?
 - **Resolution:** How is the conflict resolved? (Happy or sad.) Teach selected text structures and language features.

Teach selected text structures and language features

Activity 1: Understand conflict

INTRODUCTION:

- 1 Write the word 'conflict' on the board and ask learners if they know what it means.
- 2 Take answers from volunteers. E.g. fighting, argument or confrontation.
- 3 Explain that conflict doesn't have to be between two people. There are different types. Generally, these can be classified as either external or internal.
- 4 Ask learners what 'external' and 'internal' mean. ('External' means outside and 'internal' means inside.)
- 5 External conflict is between a person and someone or something outside them. Internal conflict is conflict inside the person's mind or heart.
- 6 Explain that all stories have some kind of conflict at their core. This could be external conflict (between the character and someone or something else outside them) or internal conflict (conflict inside the character's mind or heart).
- 7 Even external conflict doesn't have to be violent. There are many types of conflict that make for compelling stories.

Activity 2: Work with conflict

- 1 Explain to learners that you will give them different types of conflict and in each case they have to:
 - a Identify who or what is in conflict.
 - b Choose whether each one is an internal or an external conflict.
 - c To do this, hand out the following worksheet. If you don't have access to a photocopy machine, copy the worksheet on the board:

Conflict worksheet

Read the following examples of conflict. For each one:

- 1 Identify who or what is in conflict.
- 2 Choose whether each one is an **internal** or an **external** conflict.
 - 1 The girls in my class laugh at me because I am chubby.
 - 2 My parents grounded me because I came home late one night.
 - 3 The man shouted at the waitress for not bringing his water quickly.
 - 4 My family are very poor, so we only eat one meal a day.
 - 5 My cousin couldn't marry his boyfriend because gay marriage is not allowed in his country.
 - 6 There was an earthquake that destroyed our home.
 - 7 My teacher doesn't like me because I am different to the other learners in our class.
 - 8 Her friends were drinking alcohol but she didn't want to.
 - 9 I want to be a famous actor, but I don't know if I'm good enough.
 - 10 I really want to kiss that boy, but he has a girlfriend.

1. MODELLING:

Do the first one for them, to demonstrate how to do it.

2. JOINT WORK:

Ask a learner to do the next example, but assist them where necessary.

3. PAIR WORK:

Instruct learners to do the rest of the list with the person next to them.

4. DISCUSSION:

After 5 minutes, call the class back together. Ask for learners to share their answers. Make sure that they understand the following:

- 1 The girls in my class laugh at me because I am chubby.
 - Conflict between the narrator and the girls in her class.
 - External conflict.

- 2 My parents grounded me because I came home late one night.
 - Conflict between the narrator and her parents.
 - External conflict.
- 3 The man shouted at the waitress for not bringing his water quickly.
 - Conflict between a man and a waitress.
 - External conflict.
- 4 My family is very poor, so we only eat one meal a day.
 - Conflict between narrator and poverty.
 - External conflict.
- 5 My cousin couldn't marry his boyfriend because gay marriage is not allowed in his country.
 - Conflict between narrator's cousin and the laws in his country.
 - External conflict
- 6 There was an earthquake that destroyed our home.
 - Conflict between nature and the narrator
 - External conflict
- 7 My teacher doesn't like me because I am different to the other learners in our class.
 - Conflict between narrator and teacher.
 - External conflict.
- 8 Her friends were drinking alcohol but she didn't want to.
 - Conflict in a girl's mind. She doesn't want to drink, but she wants to fit in with her friends.
 - Internal conflict.
- 9 I want to be a famous actor, but I don't know if I'm good enough.
 - Conflict in the narrator's mind. They want to be an actor but they doubt themselves.
 - Internal conflict.
- 10 I really want to kiss that boy, but he has a girlfriend.
 - Conflict between doing what is right and what is wrong. The conflict is in the narrator's mind.
 - Internal conflict.

Useful genre-related vocabulary

character	a person in a story
setting	the time and place in which the story happens
plot	the events in a story
conflict	a serious disagreement or argument
climax	the central part of the story; the most exciting part; the part of the story in which the most dramatic action takes place
resolution	the end or conclusion of a story

1. Setting the task

SET THE TASK

Remind learners that they will learn how to write a narrative essay:

- 1 During the planning, they will create rough notes on the conflict, character and setting.
- 2 They will learn how to structure the plot of their story using a narrative arc.
- 3 Lastly, they will use all of this to help them write their own essays.

2. Planning

PLANNING STRATEGY

- a Remind learners of the topic.
- b Choose a conflict, main character and setting.
- c Plan the plot on a narrative arc.

INSTRUCTIONS FOR PLANNING

A. REMIND LEARNERS OF THE TOPIC

Topic: At the heart of every story is a conflict. In ‘My Children! My Africa!’, the main conflict is a betrayal: Mr M betrays Thami by reporting the Comrades on the political action committee to the police.

Write a narrative essay in which the conflict is also a betrayal. In your essay, do not refer to ‘My Children! My Africa!’. Your essay must be about a different betrayal and your characters must be original. As you plan, think about why the betrayal happens, who is betrayed, who they are betrayed by and if it is resolved.

B. CHOOSE CONFLICT, CHARACTER AND SETTING

CONFLICT:

- 1 Instruct learners to write the heading ‘Conflict’ in their exercise books.
- 2 Underneath, they must write down some rough notes about their conflict. At this stage, these notes can be sentences, phrases or words.
- 3 Give learners time to write. Walk around to assist struggling learners.
- 4 If you have time, ask two or three learners to share their ideas with the class.

CHARACTER:

- 1 Instruct learners to write the heading ‘Character’ in their books.
- 2 They must write detailed information about the character who will betray, and the character who will be betrayed.
- 3 Give learners time to write. Walk around to assist struggling learners.
- 4 If you have time, ask two or three learners to share their ideas with the class.

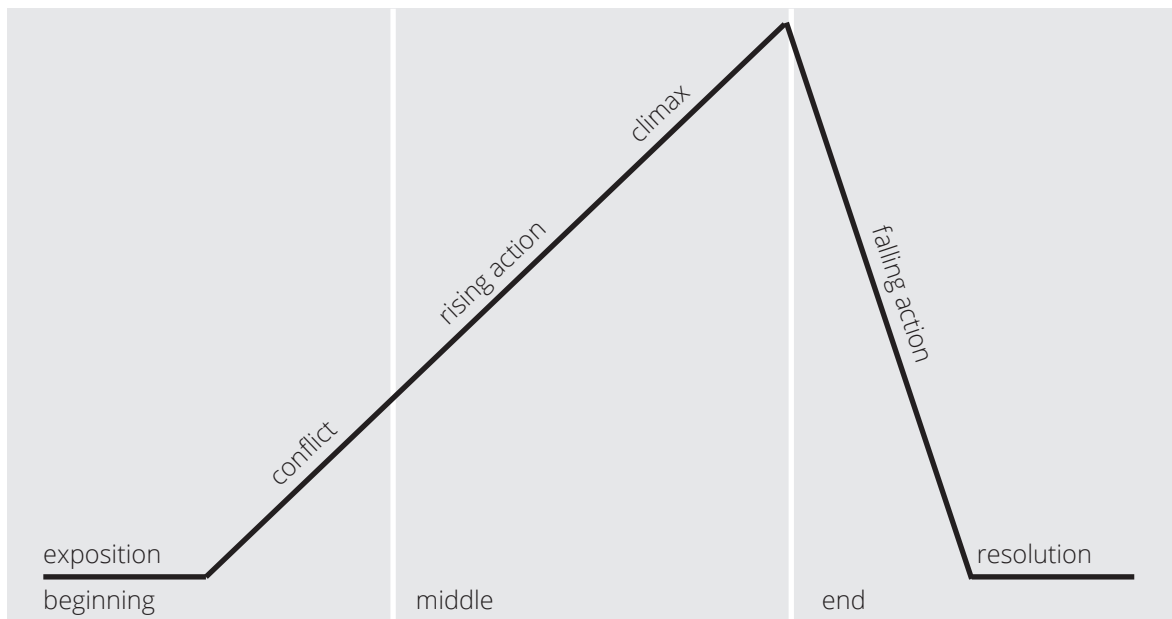
SETTING:

- 1 Lastly, instruct learners to write the heading ‘Setting’ in their exercise books.
- 2 Under this heading they must write notes about both the place and time when their story will be set.

- 3 Give learners time to write. Walk around to assist struggling learners.
- 4 If you have time, ask two or three learners to share their ideas with the class.

C. PLAN THE PLOT

- 1 Explain to learners that they now need to plan the structure of the plot so that it flows in a logical order.
- 2 Draw this on the board under the heading Narrative Arc and instruct learners to copy it into their exercise books.



- 3 Explain that every story has the sections shown in the arc. You can use the arc to guide you by writing one paragraph for each section on the arc.
- 4 Explain the sections of the arc as follows:
 - **Paragraph 1: Introduction/Exposition**
Describe the main characters and setting in detail, so we know who and what the story is about. (It can be effective to state the conflict in one sentence at the start of the introduction, to get your readers excited.)
 - **Paragraph 2: Conflict/Rising Action**
Narrate the events that lead to the conflict. Build the tension.
 - **Paragraph 3: Climax**
Narrate the main events that make up the conflict. This is the most intense part of the story, containing the action. It can include direct speech.
 - **Paragraph 4: Falling Action**
What happens as a result of the climax within the story?
 - **Paragraph 5: Resolution/Conclusion**
How is the conflict resolved? Resolution could be happy or sad.
- 5 Under each heading on the arc, instruct learners to fill in a few sentences explaining what they will write in that section of their story. This will be their plan from which they will create their first draft.

6 Give learners time to fill in their narrative arcs.

7 As they work, walk around the room to assist learners who are struggling.

If you have time, it's a good idea to ask learners to share their plans with a partner or with the whole class, so they can learn from the way that other learners are planning.

SAMPLE FOR TEACHER

SAMPLE ROUGH PLANNING NOTES

CONFLICT (BETRAYAL)

Betrayal between best friends. Pumelela has a crush on a girl in his class named Ntabi. He tells Nzwana, his best friend, about it. His best friend tells him not to ask her out because she isn't interested in boyfriends. Then Pumelela sees Nzwana out with Ntabi. He is furious and very hurt that his best friend would do that to him.

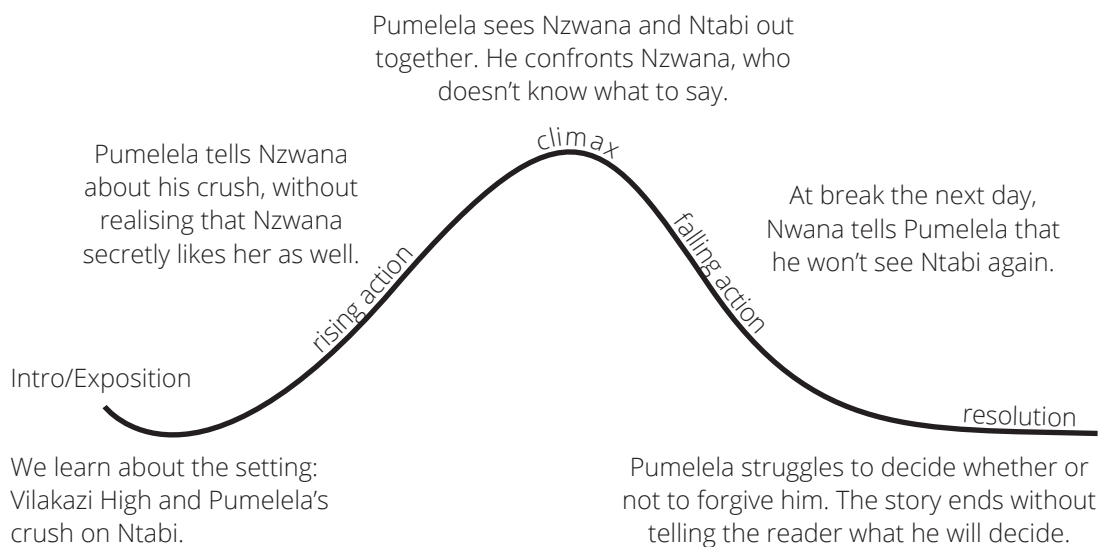
CHARACTER

Pumelela is the one who is betrayed. He is sixteen years old, short with a wide smile. He is friendly and funny – he likes to goof around in class and make people laugh. He is a bit shy, especially with girls. Nzwana is the one who betrays him. He is seventeen years old, tall and muscular but lean. He is more serious, more daring and more rebellious. He has a temper. Ntabi is warm and friendly and very smart. She likes to have fun and laughs a lot.

SETTING

- Place: Johannesburg. The action takes place at their school in Soweto: Vilakazi High.
- Time: Set in 2016, during summer. Most of the action takes place over a week, from the time Pumelela tells Nzwana about his crush on Ntabi, until the time he sees them out together.

PLOT: NARRATIVE ARC



3. Drafting

INTRODUCE CRITERIA

Explain that they must remember the following criteria when drafting their writing:

- 1 This is an essay, so it must be 250–300 words. The word count must appear at the bottom of the essay.
- 2 Language and spelling must be perfect.
- 3 The writing must be structured in paragraphs.
- 4 The essay should include dialogue.
- 5 Essays must have an introduction, rising action, climax, falling action, and conclusion.

INSTRUCTIONS

- 1 Instruct learners to open their exercise books to a clean page and write the heading ‘Narrative Essay’.
- 2 The conflict in the story must involve some kind of betrayal.
- 3 It does not have to be related to ‘My Children! My Africa!’.
- 4 Explain that they will turn their rough notes and narrative arcs into a first draft.
- 5 Their essays don’t have to keep everything the same as in their rough notes. They can change things if they come up with better ideas.
- 6 Give learners time to write. Walk around the room to assist struggling learners.
- 7 Learners may finish drafting their writing as homework if needed.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning: Awareness of purpose, audience and context 30 MARKS	28-30 <ul style="list-style-type: none"> Outstanding/Striking response beyond normal expectations Intelligent, thought-provoking and mature ideas Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending 	22-24 <ul style="list-style-type: none"> Very well-crafted response Fully relevant and interesting ideas with evidence of maturity Very well organised and coherent (connected), including introduction, body and conclusion/ending 	16-18 <ul style="list-style-type: none"> Satisfactory response Ideas are reasonably coherent and convincing Reasonably organised and coherent, including introduction, body and conclusion/ending 	10-12 <ul style="list-style-type: none"> Inconsistently coherent response Unclear ideas and unoriginal Little evidence of organisation and coherence 	4-6 <ul style="list-style-type: none"> Totally irrelevant response Confused and unfocused ideas Vague and repetitive Unorganised and incoherent 	
	Upper level					
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			19-21 <ul style="list-style-type: none"> Well-crafted response Relevant and interesting ideas Well organised and coherent (connected), including introduction, body and conclusion 			

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling 15 MARKS	14-15 <ul style="list-style-type: none"> Tone, register, style and vocabulary highly appropriate to purpose, audience and context Language confident, exceptionally impressive Compelling and rhetorically effective in tone Virtually error-free in grammar and spelling Very skilfully crafted 	11-12 <ul style="list-style-type: none"> Tone, register, style and vocabulary very appropriate to purpose, audience and context Language is effective and a consistently appropriate tone is used Largely error-free in grammar and spelling Very well crafted 	8-9 <ul style="list-style-type: none"> Tone, register, style and vocabulary appropriate to purpose, audience and context Appropriate use of language to convey meaning Tone is appropriate Rhetorical devices used to enhance content 	5-6 <ul style="list-style-type: none"> Tone, register, style and vocabulary less appropriate to purpose, audience and context Very basic use of language Tone and diction are inappropriate Very limited vocabulary 	0-3 <ul style="list-style-type: none"> Language incomprehensible Tone, register, style and vocabulary not appropriate to purpose, audience and context Vocabulary limitations so extreme as to make comprehension impossible
	13 <ul style="list-style-type: none"> Language excellent and rhetorically effective in tone Virtually error-free in grammar and spelling Skilfully crafted 	10 <ul style="list-style-type: none"> Language engaging and generally effective Appropriate and effective tone Few errors in grammar and spelling Well crafted 	7 <ul style="list-style-type: none"> Adequate use of language with some inconsistencies Tone generally appropriate and limited use of rhetorical devices 	4 <ul style="list-style-type: none"> Inadequate use of language Little or no variety in sentence Exceptionally limited vocabulary 	
STRUCTURE Features of text; Paragraph development and sentence construction 5 MARKS	5 <ul style="list-style-type: none"> Excellent development of topic Exceptional detail Sentences, paragraphs exceptionally well-constructed 	4 <ul style="list-style-type: none"> Logical development of details Coherent Sentences, paragraphs logical, varied 	3 <ul style="list-style-type: none"> Relevant details developed Sentences, paragraphs well-constructed Essay still makes sense 	2 <ul style="list-style-type: none"> Some valid points Sentences and paragraphs faulty Essay still makes some sense 	0-1 <ul style="list-style-type: none"> Necessary points lacking Sentences and paragraphs faulty Essay lacks sense

CYCLE 2

4. Editing

STRATEGY

Self-edit

INSTRUCTIONS FOR EDITING

- 1 Before the lesson begins, copy the checklist below onto the board (or make copies if you have access to a photocopy machine).
- 2 Explain that for this writing task, learners will edit their own work.
- 3 Instruct learners to copy the editing checklist on the next page. They must read each question, and then re-read their own writing to see if they have done what the question in the checklist asks. If they find that they have not done something required by the checklist, they must change their writing accordingly. Remind them that it is okay if this draft starts to look very messy, as they will need to rewrite it for the final version.
- 4 Give learners time to edit their work. Walk around to assist struggling learners.
- 5 If you do not have time to edit in class, instruct them to use the checklist at home.

EDITING CHECKLIST

- 1 Does the essay contain an interesting conflict which involves a betrayal?
- 2 Does the introduction describe the main characters and setting in detail?
- 3 Does the body of the essay contain the rising action, climax and falling action, written in well- structured paragraphs?
- 4 Is the climax the most dramatic and exciting part in which the main events take place?
- 5 If you have used direct speech, have you used quotation marks, the correct punctuation and started each person's lines on a new line?
- 6 Do all your sentences start with capital letters and end with appropriate punctuation marks?
- 7 Have you checked that your spelling is correct?
- 8 Have you checked that every sentence has at least a subject and a verb?

5. Presenting

PUBLISHING REQUIREMENTS

- 1 Learners must write out their essays neatly, on lined paper.
- 2 At the top of the page, they must include their name, the date, the heading 'Narrative Essay' and their own title for the essay.
- 3 They must write neatly, leaving an empty line between paragraphs.
- 4 At the bottom of their essay they must write the words 'Word count' followed by the number of words in their essay (not including the title).
- 5 Publishing can be assigned as homework.

PRESENTING STRATEGY

Turn and Talk

PRESENTING INSTRUCTIONS

- 1 Instruct learners to turn to the person next to them and read their essay out loud to their partner. Both partners must have a chance to read.
- 2 Instruct learners to find at least one specific thing they like about their partner's writing, and to share this feedback with their partner.
- 3 Ask for three volunteers to read their writing to the class.
- 4 Praise each one for one specific thing they did well.

COMPLETED EXAMPLE**NARRATIVE ESSAY****BROTHERS**

Pumelela liked to make people laugh. With his smiling eyes and wide grin, no one realised he was actually shy – especially when it came to Ntabi. She was friendly and smart, and she had a beautiful laugh that made everyone – especially Pumelela – feel happy.

Nzwana, on the other hand, had no such problems. He was Pumelela's best friend. He was tall, muscular and daring. He was also supremely confident with girls.

'I need your advice,' Pumelela said to Nzwana one day after school. 'How do I talk to Ntabi?' 'About what?' Nzwana asked.

'Hmmm,' Pumelela looked down, embarrassed. 'How do I ask her out on a date?' Nzwana raised his eyebrows.

'That's not a good idea. Ntabi's not interested in dating, and stuff like that.' 'Oh... um... I... I see. Okay, thanks for the advice.'

That weekend Pumelela was at the club. It was the first time he had felt okay since his chat with Nzwana. He was lucky, he told himself, that Nzwana had saved him from getting rejected by Ntabi. Just as he was thinking about what a good friend – a brother – Nzwana was, Nzwana walked in, his arm around Ntabi!

Pumelela felt his heart start pounding. He stormed over to them. 'So it's like that?!' he yelled. Nzwana froze.

'I thought she's not interested in dating?' Pumelela continued.

Ntabi looked from one to the other, confusion on her face. Nzwana stood, unable to speak. Pumelela shook his head sadly and walked out the door.

At break the next day, Nzwana walked up to where Pumelela was sitting alone.
'I'm sorry.'

'Whatever,' Pumelela shrugged.

'No, I mean it. I've explained the whole thing to Ntabi. I'm not going to see her again.'

Pumelela looked at him. Could he forgive Nzwana?

Word count: 300 words

Mark: 45/50

TEACHER FEEDBACK

Such a sad story! I hope this isn't based on anything from real life. It's a very good essay. In particular, you did a great job of describing the characters' personalities at the start, so that when the conflict happened, I could understand their behaviour. This made the story seem realistic, which is a great achievement. I also thought it was clever that you left an open-ended resolution. This way you didn't have to rush to fit in Pumelela's decision. Your language, punctuation and spelling are all excellent – I can see you put a lot of work into drafting and editing. Keep it up!

**My Children!
My Africa!**

**Writing and
presenting**

CYCLE 3

Writing and presenting

Discursive essay

(NOTE: Only do this writing activity after you have finished reading ‘My Children, My Africa!’; otherwise it may spoil the ending.)

Topic:

In Apartheid South Africa, capital punishment (the death penalty) was legal, and crimes like murder or treason would receive the death penalty. After Mr M is killed in ‘My Children! My Africa!’, Thami and Isabel argue about whether Mr M’s death was murder or self-defense. Thami tells Isabel that it was self-defense because there ‘is no justice for black people in this country’ (pg. 100). Anyone threatening the safety and security of her ‘comfortable white world’ (pg. 99) would be put on trial, found guilty of treason and then hanged. He and his people regarded this as ‘murder’ and many innocent people died.

Should capital punishment be legal? Write a discursive essay in which you discuss the arguments for and against capital punishment. You may choose a side at the end if you wish, but it is not essential. To prepare for this task, reread Act 2 Scene 4 to hear Thami explain these things to Isabel.

Length of task

250–300 words

CAPS REFERENCE: pg. 39

Text type	Purpose	Text Structure	Language Features
Discussion/ Discursive Essay	To present arguments from differing viewpoints	Statement of the issue; may preview main arguments, e.g. <i>The issue of whether or not we should wear school uniforms is very important. There are good reasons for both...</i> Arguments for, plus supporting evidence Arguments against, plus supporting evidence Conclusion – summary/ recommendation	Simple present tense Generic participants, e.g. schools, uniforms, students Reason, cause and effect, concessive conjunctions/ logical connectors, e.g. <i>therefore, however, so</i> Movement from generic to the specific

Introduction

Tell learners that today they are going to write a discursive essay. The essay will be linked to the drama, 'My Children! My Africa!'. In this essay, learners will discuss the arguments for and against the death penalty.

Teach the genre

PURPOSE:

The purpose of a discursive essay is to discuss a topic: to think about it in writing and to work out a meaningful position on the topic.

HOW TO WRITE A DISCURSIVE ESSAY:

- The writer must consider arguments on all sides: both for and against the topic. This means that they must discuss ideas that suggest the topic is correct, and ideas that suggest that the topic is wrong.
- All arguments must be supported by evidence: facts that back up what the writer is arguing.
- In the conclusion, learners can say which side they think is correct, but they don't have to.

Teach selected text structures and language features

Activity 1: Pair debates

INSTRUCTIONS:

- 1 Put learners into pairs.
- 2 Tell learners that each pair will have a 2-minute debate: each person will have 1 minute to convince their partner that they are right.
- 3 The topic is: University should be free.
- 4 Explain that in their 1 minute, they need to give as many reasons for their opinion as possible. Each reason is called an argument. These reasons should be backed up with facts wherever possible. These facts are called evidence. (As you say this, write the words 'argument' and 'evidence' on the board.)
- 5 Explain that the most important thing about discursive writing is that it doesn't only argue from one side. A discursive essay examines the arguments on both sides of a topic.

ROUND 1:

- 1 Instruct learners to start their debates.
- 2 After a minute tell the other partner that it is their turn.
- 3 After another minute call the class together again.

ROUND 2:

- 1 Explain that now they need to take the opposite position. e.g. if a learner argued that university should be free, they must now argue that it shouldn't be free.
- 2 Give pairs another 2 minutes to debate, indicating when 1 minute is up.

DISCUSSION:

- 1 Call the class back together.
- 2 Ask for a few learners to share their experiences about what it was like to argue the other side.
- 3 Explain that the most important thing about discursive writing is that it doesn't only argue from one side.
- 4 A discursive essay examines the arguments on both sides of a topic.

Activity 2: Read a discursive text

'FEES MUST FALL' – OR NOT?

In South Africa, students are responsible for paying their own university fees. Due to widespread poverty, many people believe that this is an unfair practice and many deserving young people are being denied an education, simply because of their circumstances. South Africa also needs qualified and skilled citizens. However, education costs money and isn't always taken seriously. There is a lot of debate about who should pay for tertiary education and there are no easy answers.

In a perfect world, all education would be free, from pre-school to tertiary education. But we don't live in an ideal world and education is expensive. Governments need to get money to cover the costs and they do this by taxing their citizens. The people then end up poorer.

In addition, people often don't value the things they don't pay for so there is potential for educational resources to be wasted on students who might waste the opportunity. In addition, there is a danger that school leavers may use university simply as something to do, because they don't know what else to do.

On the other hand, isn't free tertiary education a basic human right? Our constitution states that we have many rights including justice, healthcare and safety, so why not tertiary education too? No one would argue that an innocent person's life shouldn't be destroyed because they couldn't afford a lawyer. The parallel argument then is that young peoples' lives shouldn't be handicapped because they can't afford to pay fees.

South Africa also desperately needs qualified and skilled citizens, and the only way to do this is to provide affordable, quality education for everyone.

In my opinion, students should have to pay something towards their tuition so that they value it. However, the fees should be affordable and government should subsidise tertiary studies so that no one is excluded.

- 1 Instruct learners to listen out for the two different sides of the discussion as you read the text above.
- 2 When you finish reading the text out loud, ask them what the two sides of the discussion were.
- 3 Make sure they understand that the one side is the idea that tertiary education should be free so that no one is excluded. On the other hand, the money for education has to come from somewhere and free education can be wasted or abused.

Useful genre-related vocabulary

discuss, discussion, discursive	talk about something, looking at the issue from all sides. Think about arguments <i>for</i> and <i>against</i>
argument	a reason to believe something
evidence	facts supporting an argument
tone	the way the writer feels about what they are writing
register	formal or informal language
connectives	phrases at the beginning of each paragraph that show how that paragraph is connect to the one before it, e.g. furthermore, however, on the other hand, nevertheless.

1. Setting the task

SET THE TASK

- 1 Remind learners that will now write a discursive essay.
- 2 They will use a writing frame to draft a discursive essay that presents the arguments for and against capital punishment.

2. Planning

PLANNING STRATEGY

- a Remind learners of the topic.
- b Compile arguments.
- c Use a writing frame.

INSTRUCTIONS FOR PLANNING

A. REMIND LEARNERS OF THE TOPIC

Topic: In Apartheid South Africa, capital punishment (the death penalty) was legal, and crimes like murder or treason would receive the death penalty. After Mr M is killed in 'My Children! My Africa!', Thami and Isabel argue about whether Mr M's death was murder or self-defense. Thami tells Isabel that it was self-defense because there 'is no justice for black people in this country' (pg. 100). Anyone threatening the safety and

security of her ‘comfortable white world’ (pg. 99) would be put on trial, found guilty of treason and then hanged. He and his people regarded this as ‘murder’ and many innocent people died.

Should capital punishment be legal? Write a discursive essay in which you discuss the arguments for and against capital punishment. You may choose a side at the end if you wish, but it is not essential.

B. COMPILE ARGUMENTS

- 1 Explain to learners that in order to construct a discursive essay, they first need to come up with as many arguments as they can that are both *for* and *against* capital punishment.
- 2 Write the heading ‘Should capital punishment be legal?’ on the chalkboard.
- 3 Underneath, draw a vertical line down the middle so that you have two columns. At the top of one, write ‘Yes’ and at the top of the other, write ‘No’:

Should capital punishment be legal?	
Yes / For	No / Against
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

MODELLING:

- 1 Demonstrate to learners how to fill in the table on the board.
- 2 Do this by writing in one reason why capital punishment should be legal. E.g. you can write: ‘Justice involves revenge’.

JOINT ACTIVITY:

- 1 Ask for a volunteer to come up to the board to a reason to the ‘no’ column, i.e. why capital punishment should not be legal. E.g. ‘The death penalty is against human rights’.
- 2 If the learner struggles, assist them.

INDEPENDENT WORK:

- 1 Instruct learners to copy the table into their exercise books.
- 2 Give them some time to fill in as many arguments ‘for’ and ‘against’ as possible.

DISCUSSION:

- 1 Call the class back together.
- 2 Ask for a few volunteers to share their arguments with the class.

- 3 If any are irrelevant or not clear, help them to improve their arguments. (Reference the table in the 'Sample for teacher' section below for some ideas)

C. USE A WRITING FRAME

GETTING READY:

- 1 Before the lesson begins, place blank writing frame templates on each desk.
- 2 You will find the frame in the 'Sample for the Teacher' section below. (If you don't have access to a photocopier machine, draw it on the chalkboard and instruct your learners to quickly copy it into their exercise books once they arrive.)

INTRODUCTION:

- 1 Explain to learners that a 'writing frame' is a template that they can fill in during their planning stage. It will help them build the text in the correct structure by prompting them to write with appropriate 'starters' and 'connectives.'
- 2 A 'starter' is a word or phrase that starts off a piece of writing or a paragraph.
- 3 A 'connective' is a word or phrase at the start of a paragraph that links that paragraph to the one before it. This helps learners create a logical flow in the writing, so that the piece becomes a cohesive whole.
- 4 Explain that first you will show learners how to use this writing frame.

MODELLING: DEMONSTRATE HOW TO FILL IN A WRITING FRAME

- 1 Point out to your learners that the writing frame template contains the topic and 6 empty boxes: 1 for the introduction, 4 for the body of the essay and 1 for the conclusion.
- 2 Draw their attention to the introduction box.
- 3 Read the first writing prompt: 'Capital punishment is...'
- 4 Explain that they are expected to complete the sentence. In order to do that, they need to provide a good definition for the term 'capital punishment'. Explain that introductions often contain useful definitions.
- 5 Demonstrate how to fill this in by completing the sentence on the board as follows: 'Capital punishment is the government's ability to punish someone for a crime by killing them.'
- 6 Explain that you could have given a slightly different definition, and it still would have been correct. For example, you could have written: 'Capital punishment is a type of punishment which involves the legal killing of a person who has committed a serious crime.'
- 7 Explain that introductions often have useful background information. After the definition, add the following sentence, as an example of background information: 'The death penalty was legal in South Africa during Apartheid.'

JOINT ACTIVITY: DO THE ACTIVITY TOGETHER WITH A LEARNER

- 1 Read the second prompt in the introduction: 'This topic is controversial because...'
- 2 Explain that they need to work out how to complete this sentence which will form part of the introduction.

- 3 Ask for a volunteer to come up to the board to help you complete it. Let the learner make the decision, but step in to guide them if they are going wrong.
- 4 Do this slowly and loudly enough so that all the other learners can learn from your corrections. This will give them confidence to fill in their own templates in the next activity.
- 5 For example, the sentence could be completed as follows: ‘This topic is controversial because people have different opinions about it.’ Or: ‘This topic is controversial because there are arguments both for and against capital punishment.’

INDEPENDENT WORK: FILL IN THE WRITING FRAME

- 1 Ask learners to look at the next 4 boxes.
- 2 Explain that these 4 boxes will help them to write the 4 paragraphs that will make up the body of their essays.
- 3 Make sure that they understand that the first 2 boxes require arguments for capital punishment and the second 2 boxes require arguments against capital punishment. Explain that we know this from what is written in the prompts in each box.
- 4 Explain that they will need to choose from their lists of reasons (that they have already compiled in their exercise books) and fill in the 2 strongest reasons that support capital punishment and the 2 strongest reasons against capital punishment in those 4 boxes.
- 5 Then they will need to fill in the last box on the frame: the conclusion. This box should summarise the four arguments. If they want to, they can state which side they think is stronger, i.e. whether they support capital punishment or not.
- 6 Give learners time to fill in these 5 boxes.
- 7 Walk around the room and assist learners who are struggling to stay on task.
- 8 Instruct learners to complete the writing frame for homework.

SAMPLE FOR TEACHER**SAMPLE COMPLETED 'FOR' AND 'AGAINST' LIST**

Should capital punishment be legal or not?	
Yes / For	No / Against
1. Some people think that the death penalty should be legal because they believe that justice involves revenge.	1. It is against human rights.
2. If someone commits murder, then we are justified in taking their life.	2. The death penalty assumes that governments have the right to take peoples' lives.
3. Many religious texts make this claim. For example, the Old Testament of the Bible says, 'An eye for an eye.'	3. There is no evidence to show that capital punishment reduces crime.
4. Having the death penalty in place will make it less likely that people will commit murder.	4. Innocent people are sometimes convicted by mistake.

SAMPLE BLANK TEMPLATE FOR LEARNERS

TOPIC

Should capital punishment be legal? Write a discursive essay in which you discuss the arguments for and against capital punishment. You may choose a side at the end if you wish, but it is not essential.

Capital punishment is

This is a controversial topic because

Some people think that capital punishment should be legal because

Furthermore, supporters of capital punishment believe

On the other hand, many people do not support capital punishment. This is because

Another reason why some people do not support capital punishment is

In conclusion

SAMPLE COMPLETED TEMPLATE**TOPIC**

Should capital punishment be legal? Write a discursive essay in which you discuss the arguments for and against capital punishment. You may choose a side at the end if you wish, but it is not essential.

Capital punishment is the government's ability to punish someone for a crime by killing them. It is also called 'capital punishment.' The death penalty was legal in South Africa during Apartheid. It was abolished by the democratic government in 1995.

This is a controversial topic because people have different opinions about it.

Some people think that capital punishment should be legal because they believe that justice involves revenge. Such people argue that if someone commits murder, then we are justified in taking their life as retribution. Many religious texts make this claim. For example, the Old Testament of the Bible says, 'An eye for an eye.' People interpret this as justification for punishing murder with murder.

Furthermore, supporters of capital punishment believe that having the death penalty in place will make it less likely that people will commit murder. The argument is that if someone knows that they could be executed, they will hesitate to kill someone. This will keep our society safer as there will be less murder. However, there is no solid evidence to support this argument.

On the other hand, many people do not support capital punishment. This is because they believe in human rights. According to the Universal Declaration of Human Rights, all human beings are equal, and all of us are entitled to basic rights. The death penalty contravenes (goes against) these rights, as it assumes that governments have the right to take peoples' lives.

Another reason why some people do not support capital punishment is that innocent people are sometimes convicted by mistake. If an innocent person is executed, there is no way for them to ever prove their innocence and be released.

In conclusion, there are arguments in favour of and against capital punishment. After examining the evidence, it is clear that the arguments against the capital punishment are backed up by stronger evidence. Therefore, capital punishment should not be legal.

3. Drafting

INTRODUCE CRITERIA

Explain that learners will now use their writing frames to help them draft their final essays. Explain that they must remember the following criteria when drafting their writing:

- 1 This is an essay, so it must be 250–300 words. The word count must appear at the bottom of the essay.
- 2 They must present the arguments on both sides of the discussion.
- 3 Each argument must be backed up with evidence, i.e. facts that support it.
- 4 Language and spelling must be perfect, and there must be no slang.
- 5 The writing must be structured in paragraphs.
- 6 Every paragraph in the body of the essay must have a topic sentence.

INSTRUCTIONS

- 1 Instruct learners to open their exercise books to a clean page. On the top of the page, they must write the date and the heading ‘Discursive Essay’.
- 2 Instruct learners to copy the information from their writing frames into their exercise books, turning each box into a paragraph.
- 3 The first paragraph must be an introduction that gives a definition of capital punishment and any relevant background information. It must introduce the idea that this is a controversial topic.
- 4 The first two paragraphs of the body must present two reasons for supporting capital punishment, with evidence wherever possible.
- 5 The next two paragraphs of the body must present two reasons for not supporting capital punishment, with evidence wherever possible.
- 6 They must still use the time connectives from the prompts (phrases like ‘Furthermore’ and ‘On the other hand.’) to help create a logical flow in the piece of writing.
- 7 They can add in ideas that did not appear on their writing frames. The information on the frame is simply a start, and they can add to it where needed.
- 8 The final paragraph must be a conclusion that does not introduce any new ideas. It can do one of two things: Either it can summarise the 4 arguments from the body, or it can say which side the writer supports.
- 9 Give learners time to write. Walk around the room to assist struggling learners.
- 10 Learners may finish drafting their writing as homework if needed.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context 30 MARKS	28-30 <ul style="list-style-type: none"> Outstanding/Striking response beyond normal expectations Intelligent, thought-provoking and mature ideas Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending 	22-24 <ul style="list-style-type: none"> Very well-crafted response Fully relevant and interesting ideas with evidence of maturity Very well organised and coherent (connected), including introduction, body and conclusion/ending 	16-18 <ul style="list-style-type: none"> Satisfactory response Ideas are reasonably coherent and convincing Reasonably organised and coherent, including introduction, body and conclusion/ending 	10-12 <ul style="list-style-type: none"> Inconsistently coherent response Unclear ideas and unoriginal Little evidence of organisation and coherence 	4-6 <ul style="list-style-type: none"> Totally irrelevant response Confused and unfocused ideas Vague and repetitive Unorganised and incoherent
	25-27 <ul style="list-style-type: none"> Excellent response but lacks the exceptionally striking qualities of the outstanding essay Mature and intelligent ideas Skilfully organised and coherent (connected), including introduction, body and conclusion/ending 	19-21 <ul style="list-style-type: none"> Well-crafted response Relevant and interesting ideas Well organised and coherent (connected), including introduction, body and conclusion 	13-15 <ul style="list-style-type: none"> Satisfactory response but some lapses in clarity Ideas are fairly coherent and convincing Some degree of organisation and coherence, including introduction, body and conclusion 	7-9 <ul style="list-style-type: none"> Largely irrelevant response Ideas tend to be disconnected and confusing Hardly any evidence of organisation and coherence 	0-3 <ul style="list-style-type: none"> No attempt to respond to the topic Completely irrelevant and inappropriate Unfocused and muddled
	Upper level				
	Lower level				

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling 15 MARKS	14-15 <ul style="list-style-type: none"> • Tone, register, style and vocabulary highly appropriate to purpose, audience and context • Language confident, exceptionally impressive • Compelling and rhetorically effective in tone • Virtually error-free in grammar and spelling • Very skilfully crafted 	11-12 <ul style="list-style-type: none"> • Tone, register, style and vocabulary very appropriate to purpose, audience and context • Language is effective and a consistently appropriate tone is used • Largely error-free in grammar and spelling • Very well crafted 	8-9 <ul style="list-style-type: none"> • Tone, register, style and vocabulary appropriate to purpose, audience and context • Appropriate use of language to convey meaning • Tone is appropriate • Rhetorical devices used to enhance content 	5-6 <ul style="list-style-type: none"> • Tone, register, style and vocabulary less appropriate to purpose, audience and context • Very basic use of language • Tone and diction are inappropriate • Very limited vocabulary 	0-3 <ul style="list-style-type: none"> • Language incomprehensible • Tone, register, style and vocabulary not appropriate to purpose, audience and context • Vocabulary limitations so extreme as to make comprehension impossible
	13 <ul style="list-style-type: none"> • Language excellent and rhetorically effective in tone • Virtually error-free in grammar and spelling • Skilfully crafted 	10 <ul style="list-style-type: none"> • Language engaging and generally effective • Appropriate and effective tone • Few errors in grammar and spelling • Well crafted 	7 <ul style="list-style-type: none"> • Adequate use of language with some inconsistencies • Tone generally appropriate and limited use of rhetorical devices 	4 <ul style="list-style-type: none"> • Inadequate use of language • Little or no variety in sentence • Exceptionally limited vocabulary 	0-1 <ul style="list-style-type: none"> • Necessary points lacking • Sentences and paragraphs faulty • Essay still makes some sense
STRUCTURE Features of text; Paragraph development and sentence construction 5 MARKS	5 <ul style="list-style-type: none"> • Excellent development of topic • Exceptional detail • Sentences, paragraphs exceptionally well-constructed 	4 <ul style="list-style-type: none"> • Logical development of details • Coherent • Sentences, paragraphs logical, varied 	3 <ul style="list-style-type: none"> • Relevant details developed • Sentences, paragraphs well-constructed • Essay still makes sense 	2 <ul style="list-style-type: none"> • Some valid points • Sentences and paragraphs faulty • Essay still makes some sense 	0-1 <ul style="list-style-type: none"> • Necessary points lacking • Sentences and paragraphs faulty • Essay lacks sense
	15 <ul style="list-style-type: none"> • Language excellent and rhetorically effective in tone • Virtually error-free in grammar and spelling • Skilfully crafted 	10 <ul style="list-style-type: none"> • Language engaging and generally effective • Appropriate and effective tone • Few errors in grammar and spelling • Well crafted 	7 <ul style="list-style-type: none"> • Adequate use of language with some inconsistencies • Tone generally appropriate and limited use of rhetorical devices 	4 <ul style="list-style-type: none"> • Inadequate use of language • Little or no variety in sentence • Exceptionally limited vocabulary 	0-1 <ul style="list-style-type: none"> • Necessary points lacking • Sentences and paragraphs faulty • Essay still makes some sense

4. Editing

STRATEGY

Self-edit

INSTRUCTIONS FOR EDITING

- 1 Before the lesson begins, copy the checklist below onto the board (or make copies if you have access to a photocopier machine).
- 2 Explain that for this writing task, learners will edit their own work. Remind learners that all writers edit.
- 3 Instruct learners to find their draft essay and copy the editing checklist on the next page into their exercise books.
- 4 Instruct learners to read each question, and then to re-read their own writing to see if they have done what the question in the checklist asks. If they find that they have not done something required by the checklist, they must change their writing accordingly. They can write new sentences, cross out words or sentences they have written, move paragraphs around with arrows and correct their language mistakes on the page. Remind them that it is okay if this draft starts to look very messy, as they will need to rewrite it for the final version.
- 5 Give learners time to edit their work. Walk around the room to assist learners who are struggling.
- 6 If you do not have time to edit in class, give them the checklist and ask them to edit at home.

EDITING CHECKLIST

- 1 Does your essay start with an introduction?
- 2 Does the introduction provide a clear definition of capital punishment and provide relevant background information? Does it introduce the idea that capital punishment is controversial?
- 3 Do the next 2 paragraphs contain 2 clear arguments in favour of capital punishment, plus supporting evidence where possible?
- 4 Do the next 2 paragraphs of the body contain 2 clear arguments against capital punishment plus supporting evidence where possible?
- 5 Is the final paragraph a conclusion? Have you made sure that the conclusion does not contain new information? Either it can summarise the 4 arguments from the body or it can present your final opinion.
- 6 Do all your sentences start with capital letters and end with appropriate punctuation marks?
- 7 Have you checked that your spelling is correct?
- 8 Have you checked that every sentence has at least a subject and a verb?

5. Presenting

PUBLISHING REQUIREMENTS

- 1 Learners must write out their essays neatly on lined paper.
- 2 At the top of the page, they must include their name, the date, the heading ‘Discursive Essay’ and their own title for the essay.
- 3 They must write neatly, leaving an empty line between paragraphs.
- 4 At the bottom of their essay they must write the words ‘Word count’ followed by the number of words in their essay (not including the title).
- 5 Publishing can be assigned as homework.

PRESENTING STRATEGY

Turn and Talk

PRESENTING INSTRUCTIONS

- 1 Instruct learners to turn to the person next to them and read their essay out loud to their partner. Both partners must have a chance to read.
- 2 Instruct learners to find at least one specific thing they like about their partner’s writing, and to share this feedback with their partner.
- 3 Ask for three volunteers to read their writing to the class.
- 4 Praise each one for one specific thing they did well.

COMPLETED EXAMPLE**DISCURSIVE ESSAY****THE CONTROVERSY SURROUNDING CAPITAL PUNISHMENT**

Capital punishment is the government's ability to punish someone for a crime by killing them. It is also called the death penalty. The death penalty was legal in South Africa during Apartheid. It was abolished by the democratic government in 1995.

This is a controversial topic because people have different opinions about it.

Some people think that capital punishment should be legal because they believe that justice involves revenge. They argue that if someone commits murder, then we are justified in taking their life. Many religious texts make this claim. For example, the Old Testament of the Bible says, 'An eye for an eye.'

Furthermore, supporters of capital punishment believe that having the death penalty in place will make it less likely that people will commit murder. This will keep our society safer. However, there is no solid evidence to support this argument. According to one study, 78% of criminologists said that the death penalty does not lower murder rates.

On the other hand, many people do not support capital punishment. This is because they believe in human rights. According to the Universal Declaration of Human Rights and the South African Constitution, all human beings are equal and are entitled to rights. The death penalty violates the right to life.

Another reason why some people do not support capital punishment is that innocent people are sometimes convicted. If an innocent person is executed, there is no way for them to prove their innocence. A 2016 American study showed that 1 out of every 25 people waiting to be executed is likely to be innocent.

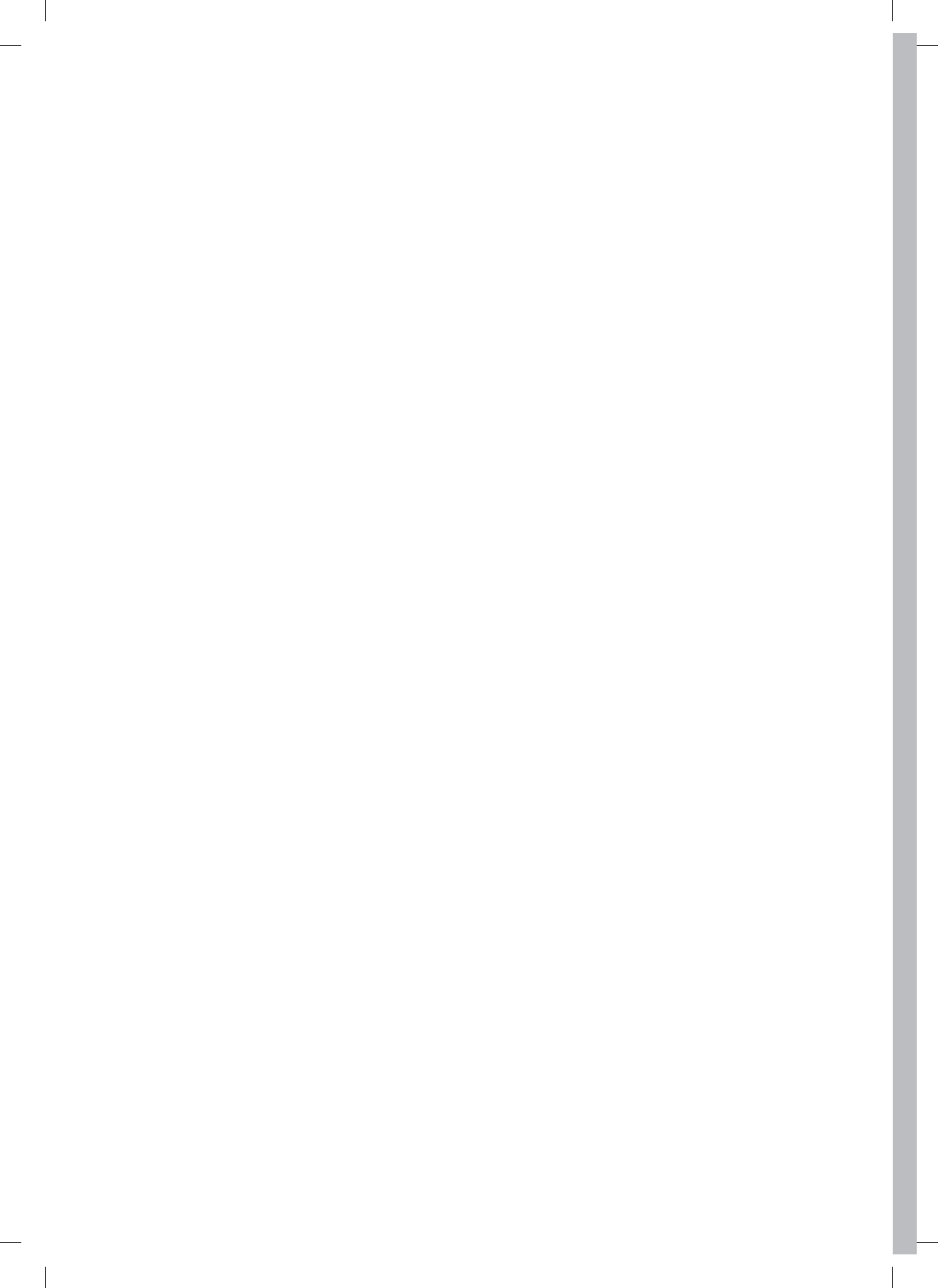
There are arguments in favour of and against capital punishment. After examining the evidence, it is clear that the arguments against capital punishment are backed up by stronger evidence. Therefore, capital punishment should not be legal.

Word count: 305

Mark: 48/50

TEACHER FEEDBACK

A very well-structured essay. Your introduction defined the topic clearly. The first two paragraphs gave reasons to support capital punishment, followed by two paragraphs presenting arguments against capital punishment. I was particularly impressed by your definition of capital punishment. The other strength of your essay is that you used clear 'connectives', especially 'On the other hand' to indicate when you were switching from the arguments for capital punishment to the arguments against capital punishment. Well done on taking a clear position in the conclusion and not introducing any new facts at the end. Excellent work.



**My Children!
My Africa!**

**Writing and
presenting**

CYCLE 4

Writing and presenting

A dialogue

Topic:

In ‘My Children! My Africa!’ Isabel finds out, only after Mr M’s death, that he had betrayed the Comrades. Imagine that she had found this out before his death and gone to talk to him about it. Write a dialogue recording that conversation. What would she have wanted to ask and tell him? How would he have answered her? How would they both have felt during this conversation? To prepare for this lesson, reread the following:

- To understand why Mr M betrayed them: his speech on pg. 93–96 in Act 2 Scene 3.
- To see Isabel’s reaction: her conversation with Thami in Act 2 Scene 4.

You must set the scene at the top of the page, and include a few stage directions in the dialogue.

Length of task

120–150 words (excluding characters’ names)

CAPS REFERENCE: pg. 41

Text type	Purpose	Text Structure	Language Features
Dialogue (Long)	It is a record of the exchanges as they occur, directly from the speaker’s point of view.	When writing a dialogue: Write the names of the characters on the left side of the page; Use a colon after the name of the character who is speaking; Use a new line to indicate each new speaker; Advice to characters (or readers) on how to speak or present the action must be given in brackets before the words are spoken; Sketch a scenario before you start writing.	When the dialogue involves family or close friends the “casual style” is used. Well-known formulae for requests, questions, orders, suggestions and acknowledgement are used. When the conversation involves strangers the consultative style is used. More elaborate politeness procedures are added to the well-known formulae for requests, questions, orders, suggestions and acknowledgement.

Introduction

Tell learners that today they are going to write a dialogue. The dialogue will be linked to the drama, 'My Children! My Africa!'. The dialogue will be between Isabel and Mr M.

Teach the genre

PURPOSE:

A written record of a conversation between characters taking turns to speak.

HOW TO WRITE DIALOGUE:

- 1 Set the scene in brackets at the top of the page. In a couple of sentences, explain where the characters are and what they are doing.
- 2 Write the characters' names on the left side of the page.
- 3 Use a colon after the name of the character who is speaking.
- 4 Use a new line to indicate each new speaker.
- 5 Use stage directions to show how characters speak and act. These are phrases in brackets about what they are doing as they speak.

If the characters are friends or family, they speak to each other in a casual, colloquial style. They can even interrupt each other. If they are strangers, they will be more polite, ask more questions, and wait for the other person to finish speaking.

Teach selected text structures and language features

Activity 1: Reported speech, direct speech and dialogue

INTRODUCTION:

- 1 Settle learners so that you have their attention.
- 2 Call two volunteers to the front. Whisper to the volunteers what they need to say and ask them to say it out loud to each other:
Volunteer 1: I'm furious with my mother.
Volunteer 2: My mother always makes me feel angry.
- 3 Explain that all learners must write down what the volunteers have said. Give them a minute to do this.
- 4 Ask learners to explain how they wrote down what was said (e.g. what punctuation they used and if they used the exact same words). Take a few examples from learners.
- 5 Explain that there are, in fact, three ways to record what people say:
 - a Reported (or indirect) speech
 - b Direct speech
 - c Dialogue

REPORTED SPEECH:

- 1 Remind learners that reported speech tells us about what someone else said but does not use the exact same words.
- 2 We do not need to use any special punctuation.
- 3 Discuss with learners how we write what the volunteers said in reported speech.
- 4 Write the reported speech sentences on the chalkboard. For example:
Neo said that he is furious with his mother today.
Mpho said that she always feels angry with her mother.

DIRECT SPEECH:

- 1 Ask learners: What do we know about direct speech?
- 2 Remind learners that in direct speech, we write the exact words that the speaker says inside quotation marks.
- 3 We have a speech tag, like ‘he said’ or ‘she responded’. This can be before or after their words.
- 4 Discuss with learners how we write the volunteers’ words in direct speech.
- 5 Write the sentences on the chalkboard in direct speech. For example:
- 6 Neo said, “I am furious with my mother.”
“My mother always makes me feel angry,” Mpho responded.

DIALOGUE:

- 1 Explain that in a play or drama, all the words are meant to be read as a conversation. We need to know how to write dialogue like this for the longer transactional writing section of the creative writing exam (Paper 3).
- 2 Ask learners to work with the person next to them. They must look at any page in their copies of ‘My Children! My Africa!’ and describe the way that the dialogue is written.
- 3 Ask a volunteer to share their answer and discuss. Make sure the discussion includes the following:
 - The name of the person speaking is written, followed by a colon.
 - There are no quotation marks.
 - Each person’s words are on a new line.
 - When each person starts their next turn to speak, their words line up with the words above them.
- 4 Call a volunteer to the board to write the volunteers’ lines from the activity above as a dialogue. For example:
Neo: I am furious with my mother.
Mpho: My mother always makes me feel angry.

Activity 2: Setting the scene and stage directions

- 1 Explain that at the start of a dialogue, you need to set the scene.
- 2 This means that you explain where the characters are and what they are doing.
- 3 This is usually written in brackets at the top of the page.
- 4 Ask learners: Where are these characters? What are they doing?
- 5 Write an example of scene setting on the board. For example:
(Neo and Mpho are walking to class after break. They chat while they walk.)

STAGE DIRECTIONS:

- 1 Explain that we can, from time to time, include stage directions.
- 2 These are instructions in brackets that tell us about the characters' facial expressions and body language while they speak, or what emotion they have in their voices. They also include the actors' movements.
- 3 Instruct learners to open any page of 'My Children! My Africa!' and find as many stage directions as they can.
- 4 Discuss with learners how they think the volunteers' lines (from the activity above) should be said. For example, should they be whispered or yelled? Should they be said in a happy way or a sad way? Should Neo be rolling his eyes? Should Mpho shrug?
- 5 Add in the stage directions on the board. For example:
Neo: (*shouting*) I am furious with my mother.
Mpho: (*looking down*) My mother always makes me feel angry.
- 6 Read these lines out loud, acting out the emotions that are in brackets.
- 7 Explain that now, we know exactly what each character said and how they said it.

CONCLUSION:

- 1 Explain that in the next activity we will write a dialogue.
- 2 This dialogue will help us imagine the conversation that Isabel would have had with Mr M if she could have spoken to him about his betrayal before his death.
- 3 We will think about how the characters think and feel while they are having this conversation.

Useful genre-related vocabulary

character	people in a poem, song, novel or play
colon	a punctuation mark (:) that goes between the character's name and what they are saying
direct speech	the actual, quoted words of a conversation
stage directions	instructions in brackets (usually) and italics that tell the reader what the character is doing, e.g. (<i>She sits with her head in her hands.</i>)

1. Setting the task

SET THE TASK

Remind learner that they will now write dialogue between two characters from ‘My Children! My Africa!’

2. Planning

PLANNING STRATEGY

- a Remind learners of topic.
- b Set the scene.
- c Get ideas from the play.
- d Plan the content.
- e Write stage directions.

INSTRUCTIONS FOR PLANNING

A. REMIND LEARNERS OF THE TOPIC

Topic: In ‘My Children! My Africa!’ Isabel finds out, only after Mr M’s death, that he had betrayed the Comrades. Imagine that she had found this out before his death and gone to talk to him about it. Write a dialogue recording that conversation. What would she have wanted to ask and tell him? What would have been his replies? How would they both have felt during this conversation? To prepare for this lesson, reread the following:

- To understand why Mr M betrayed the Comrades: his speech to Thami in Act 2 Scene 3 on pages 93–96.
- To see Isabel’s reaction: her conversation with Thami in Act 2 Scene 4 on pages 96–102.

You must set the scene at the top of the page, and include a few stage directions in the dialogue.

- 1 Read the topic to the learners.
- 2 Hand out copies, or instruct them to copy it from the board into their exercise books.

B. SET THE SCENE

- 1 Ask learners to imagine where Isabel and Mr M are having the conversation. Get some suggestions from volunteers and write them on the board. For example:
 - Mr M’s classroom
 - Mr M’s room in Reverend Mbopa’s house
 - the street outside Zolile High
- 2 Instruct learners to write down where they would like to set their dialogue.
- 3 Ask learners to imagine what Isabel and Mr M are doing while they talk. Get some suggestions from volunteers and write them on the board. For example:
 - Isabel is walking Mr M home from school

- Mr M is sitting at his desk and Isabel is standing in front of him
 - they are sitting on chairs in his tiny room
 - Isabel has just arrived at the school and found Mr M alone in his classroom
- 4 Instruct learners to write down what they would like their characters to be doing during their dialogue.
 - 5 Explain that in their final version, these two facts will need to be written as a sentence or two inside brackets at the top of the page.

C. GET IDEAS FROM THE PLAY

- 1 Instruct learners to reread two key scenes, to find useful information that they can use when writing their dialogues.
 - a Mr M's speech to Thami in Act 2 Scene 3 on pages 93–96.
 - b Isabel's conversation with Thami in Act 2 Scene 4 on pages 96–102.
- 2 Explain that as they read, they can write down any useful quotes they find. Later on, they can refer back to them while they write their dialogues, or even use a few phrases in the dialogues.
- 3 (NOTE: Refer to the 'Sample' section below for an example of what this might look like.)

D. PLAN THE CONTENT

- 1 Explain that before writing their dialogues, learners must plan what their dialogues will be about.
- 2 To do this, they can write a short paragraph explaining what Isabel and Mr M are going to talk about.
- 3 Give learners time to write their paragraphs.
- 4 As learners work, walk around and help struggling learners.
- 5 (NOTE: Refer to the 'Sample' section below for an example of what this might look like.)

E. WRITE STAGE DIRECTIONS

- 1 Remind learners that we can tell how someone feels by looking at how they act.
- 2 In a dialogue, we use stage directions to do this.
- 3 Instruct learners to copy the following table:

Feeling	Action
Isabel	
Mr M	

- 4 Instruct learners to write down some feelings that the characters might have during their conversation in the left-hand column.
- 5 Give learners 2–3 minutes to come up with their key words.
- 6 Now instruct learners to fill in an action that could show each feeling. You can demonstrate one or two on the board to show them. For example:

Feeling	Action
Isabel	
angry	stamping her foot
scared	looking at him with wide eyes

- 8 Give learners time to fill in their tables.
- 9 Walk around and help struggling learners.
- 10 Call the class back together and explain that they can use these actions as stage directions (in brackets) in their dialogues.
(NOTE: Refer to the 'Sample' section below for an example of what this might look like.)

SAMPLE FOR TEACHER**SAMPLE 1: SETTING THE SCENE**

(Mr M and Isabel are walking down the street outside Zolile High. She has come to visit him and is walking him home to Reverend Mbopa's house.)

SAMPLE 2: IDEAS FROM THE PLAY (USEFUL QUOTES)**Act 2 Scene 3**

Mr M: I sat down in Captain Lategan's office and told him I felt it was my duty to report the presence in our community of strangers from the north. I told him I had reason to believe that they were behind the present unrest. I gave the Captain names and addresses. He thanked me and offered me money for the information which I refused. (pg. 93)

Mr M: I sat here before going to the police station saying to myself that it was my duty, to my conscience, to you, to the whole community, to do whatever could to put an end to this madness of boycotts and arson, mob violence and lawlessness, ... and maybe that is true... but only maybe... because... the truth is that I was so lonely!... deserted... jealous... I'd sell my soul to have [them] all back behind [their] desks for one last lesson... If the devil thought it was worth having and offered me that in exchange... he could have my soul. ... this is all there was for me. This was my home, my life, my one and only ambition... to be a good teacher! (pg. 93-94)

Act 2 Scene 4

Isabel: I don't believe it... A police spy? For how long? (pg. 98)

Isabel: So he went to the police just once?... As a matter of conscience?... That doesn't make him an 'informer'!... You know what that word really means, the sort of person it suggests. Was Mr M one of those? He was acting out of concern for his people... He thought he was doing the right thing! (pg. 98-99)

SAMPLE 3: PARAGRAPH FOR PLANNING THE CONTENT

In my dialogue Isabel will be asking Mr M why he went to tell the police about the Comrades. She will reassure him that she doesn't see him as an informer, but that she understands why his learners are so angry with him. Mr M will explain to her how important school is for his learners and he will also admit to her how important teaching is for him. At the end, she will warn him to be careful, as there are lots of angry people who might want to take revenge. He will inform her that he is not afraid of death, only of a meaningless life.

SAMPLE 4: STAGE DIRECTIONS

Feeling	Action
Isabel	
angry	stamping her foot
scared	looking at him with wide eyes
confused	shrugging
Mr M	
upset	lowering his eyes
furious	making a fist

3. Drafting

INTRODUCE CRITERIA

- Write a dialogue between Isabel and Mr M about why he chose to betray the Comrades.
- Set the scene in brackets at the top of the page.
- Line up the characters' names on the left.
- Use a colon after each name.
- Make sure that what each character says also lines up.
- Write 120–150 words (excluding the characters' names, but including the scene setting and the stage directions).
- The language must sound like real speech.
- Describe body language and movement in bracketed stage directions.

INSTRUCTIONS

- 1 Explain that now learners will use all the material they created in the planning stage to help them draft their dialogues: their scene setting, paragraphs and stage directions.
- 2 Remind learners of the criteria (above).
- 3 Instruct them to start writing their dialogues in class.
- 4 As learners write, go around the room and help struggling learners.
- 5 Whatever they don't finish can be finished for homework. They will need to bring these drafts with them to the next lesson so that they can peer-edit them.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context 18 MARKS	15-18 <ul style="list-style-type: none"> Outstanding response beyond normal expectations Intelligent and mature ideas Extensive knowledge of features of the type of text Writing maintains focus and coherence in content and ideas Highly elaborated and all details support the topic Appropriate and accurate format 	11-14 <ul style="list-style-type: none"> Very good response demonstrating good knowledge of features of the type of text Maintains focus – no digressions Coherent in content and ideas, very well elaborated and details support topic Appropriate format with minor inaccuracies 	8-10 <ul style="list-style-type: none"> Adequate response demonstrating knowledge of features of the type of text Not completely focused – some digressions Reasonably coherent in content and ideas Some details support the topic Generally appropriate format but with some inaccuracies 	5-7 <ul style="list-style-type: none"> Basic response demonstrating some knowledge of features of the type of text Some focus but writing digresses Not always coherent in content and ideas Few details support the topic Necessary rules of format vaguely applied Some critical oversights 	0-4 <ul style="list-style-type: none"> Response reveals no knowledge of features of the type of text Meaning obscure with major digressions Not coherent in content and ideas Very few details support the topic Necessary rules of format not applied
	LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 12 MARKS	10-12 <ul style="list-style-type: none"> Tone, register, style and vocabulary highly appropriate to purpose, audience and context Grammatically accurate and well-constructed Virtually error-free 	8-9 <ul style="list-style-type: none"> Tone, register, style and vocabulary very appropriate to purpose, audience and context Generally grammatically accurate and well-constructed Very good vocabulary Mostly free of errors 	6-7 <ul style="list-style-type: none"> Tone, register, style and vocabulary appropriate to purpose, audience and context Some grammatical errors Adequate vocabulary Errors do not impede meaning 	4-5 <ul style="list-style-type: none"> Tone, register, style and vocabulary less appropriate to purpose, audience and context Inaccurate grammar with numerous errors Limited vocabulary Meaning obscured
MARK RANGE	25-30	19-23	14-17	9-12	0-7

CYCLE 4

4. Editing

STRATEGY

Peer-editing

INSTRUCTIONS FOR EDITING

- 1 Explain that today, we will peer-edit each other's work.
- 2 Read through the editing criteria checklist on the chalkboard.
- 3 Remind learners that when we peer-edit, we read and correct a classmate's work.
- 4 Remind learners that we never make fun of or laugh at someone else's work.
- 5 Instruct learners to take out their exercise books and to find their dialogue drafts.
- 6 Instruct learners to copy the editing checklist into their books.
- 7 Give learners five minutes to copy the checklist from the chalkboard.
- 8 Instruct learners to swap books with another pair of their classmates.
- 9 Each set of partners will work together to edit another pair's dialogue.
- 10 Give learners 2–3 minutes to read the notes their partners have given them.
- 11 Allow 5–10 minutes for learners to explain the suggested corrections to their partners.
- 12 Remind learners to make notes about the changes they must make. They can write new sentences, cross out words or sentences they have written, move words around with arrows and correct their language mistakes on the page. Remind them that it is okay if this draft starts to look very messy, as they will need to rewrite it for the final version.

EDITING CHECKLIST

CHECKLIST FOR WRITING A DIALOGUE

- 1 Is the dialogue on topic?
- 2 Does the language sound like it is what Isabel and Mr M would really say?
- 3 Is there a line setting the scene?
- 4 Do the stage directions describe characters' feelings and actions?
- 5 Are the stage directions in brackets?
- 6 Are the characters' names against the left-hand margin with a colon between the names and the spoken words?
- 7 Are the words that the characters say lined up?
- 8 What is something you like about this dialogue?

5. Presenting

PUBLISHING REQUIREMENTS

- 1 Explain that each learner must write a final, neat copy based on the editing feedback, which you will take in.
- 2 Instruct learners to read the feedback they have received from their peer-editor.
- 3 Give learners time to read through the feedback they have received and write their final dialogues.

PRESENTING STRATEGY

In pairs, learners will present their dialogues to the whole class in oral form. Each pair will read their own lines, like a play, as a prepared oral. They must also do the actions in the stage directions.

PRESENTING INSTRUCTIONS

- 1 Settle learners so you have their attention.
- 2 Instruct learners to take out their exercise books and open to their final dialogues.
- 3 Ask for three volunteers to read their dialogues like a play.
- 4 Explain that this will involve the following:
 - The person who wrote the dialogue can read one character's lines.
 - They must choose a friend to read the other character's lines.
 - They must not read the stage directions. Instead, they must act out what the stage directions say.
 - They must read their dialogue aloud, with appropriate expression (emotion) in their voices and on their faces.
- 5 Give the three volunteers a few minutes to choose friends to help them.
- 6 Call learners back together. Ask for volunteers to come to the front of the classroom and read their dialogues.
- 7 Afterwards, for each dialogue, take a minute or two to ask the class whether they thought it was relevant (on topic) and appropriate (suited the situation).
- 8 Collect the dialogues and assess them formally. Use the rubric for longer transactional writing (out of 30 marks) above.

COMPLETED EXAMPLE

DIALOGUE

THE ROAD TO FREEDOM

(Mr M and Isabel are walking outside Zolile High. She is walking him home.)

Isabel: I know this is difficult, but I need to understand.

Mr M: What?

Isabel: Why you did it? The Mr M I know cares about his learners!

Mr M: I do care about them! (*Raising his voice*) That's why I did it.

Isabel: How could informing on your own learners help them?

Mr M: I'm not an informer!

Isabel: I know you're not an informer...how could talking to the police help the Comrades?

Mr M: (*Sighing*) When I went to Captain Lategan's office, all I could think about was getting the children off the streets. It's a warzone out there!

Isabel: But (*Softly*) is prison really better?

Mr M: The truth is (*Looking down*), I was so lonely! I felt deserted by my learners for leaving me. Teaching is all there is for me, and now...I'm useless.

Word count: 146 words

Mark: 25/30

TEACHER FEEDBACK

An excellent effort! I can see that you followed all the steps we used in class when you were planning and drafting your dialogue. The scene setting helped me to visualise the conversation and the stage directions were well chosen. Your punctuation was perfect. You must have spent a lot of time rereading the play to really understand how complicated Mr M's behaviour (and Isabel's reaction) are. All in all, the dialogue sounded believable, as if I was really listening to Mr M and Isabel talking. Bravo.

**My Children!
My Africa!**

**Writing and
presenting**

CYCLE 5

Writing and presenting

Diary entry

(NOTE: Do not do this writing lesson until you have finished reading Act 2, Scene 1. Otherwise it will not make sense to learners.)

Topic:

In ‘My Children! My Africa!’, Thami has a difficult decision to make. He loves literature and he enjoys training for the quiz with Isabel. However, he also knows that there are more urgent political activities that require his attention. In particular, the learners are about to launch Operation Qhumisa: a school boycott that aims to get rid of Bantu Education. Imagine that you are Thami and you are trying to decide whether or not you should drop out of the quiz team.

Write a diary entry in which you express your thoughts and your feelings about it. Remember to use language that shows your emotions. To prepare for this task, reread Act 2 Scene 1 to find evidence about Thami’s thoughts and feelings. It is also a good idea to reread Act 1, Scenes 5 and 6.

Length of task

80–100 words

CAPS REFERENCE: pg. 40

Text type	Purpose	Text Structure	Language Features
Diary / journal (Short transactional)	To record and reflect on personal experience	Usually written in a special book (a diary or a journal) Entries written regularly (e.g. daily or weekly) Entries dated May use personal recount text type (For more information, see the personal recount lesson in this guide.)	Usually written in past tense Informal in style Uses first-person narrative voice ('I') The writer is writing for him or herself.

Introduction

Tell learners that today they are going to write a diary entry. The diary entry will be linked to the drama, ‘My Children! My Africa!’ It will be written from Thami’s perspective.

Teach the genre

PURPOSE

Explain that people write diary entries to express their personal thoughts and feelings. They don't generally intend to show this writing to anyone else.

HOW TO WRITE A DIARY ENTRY:

- Describe things so the reader experiences the topic vividly.
- Help the reader empathise with or imagine the writer's feelings.
- Remember that a diary in real life is only supposed to be read by the writer. It is a private notebook.

FEATURES:

- Records someone's personal experiences and how they feel about them.
- Written in a special book (a diary or a journal).
- The entries are written regularly (e.g. daily or weekly).
- The entries are dated (e.g. 21 June 2018).
- A diary uses the personal recount/first-person point of view.
- Entries are written in the past tense.

Teach selected text structures and language features

Activity 1: Read and analyse the sample diary entry

GETTING READY:

1. Make copies of the following diary entry for each learner. If you don't have access to a photocopier machine, write the diary entry and questions on the board before class begins:

6 September 1984

Wow - what a day! I spent it in Brakwater. Can you believe it? It was NOTHING like I expected. I had imagined that people would treat me like a celebrity. But it wasn't like that at all. I was nothing more or less than their debating opponent, almost as if I had to prove myself to them. For the first time I saw myself through other people's eyes. I'm just one small girl living in a country of millions of interesting people. I want to meet more of them, to learn what their lives are like and how they see the world. I'm going to start with the learners of Zolile High!

P.S. I won the debate!

INTRODUCTION:

- 1 Explain that we will read and analyse a sample diary entry.
- 2 Read the diary entry out loud to learners.

PAIR WORK:

- 1 Split learners into pairs.
- 2 Instruct them to discuss the answers to the following questions. (Hand them out or write them on the board.)
- 3 Walk around and help struggling pairs.
 - a Who wrote the entry?
 - b When was this entry written?
 - c What happened in this entry? (What is she writing about?)
 - d Why did this person write this? How is the person feeling?
 - e How do we know this person is feeling this way?
 - f Who does it sound like she is speaking to? How do you know that?
 - g Why do you think she may have written a diary entry like this?
 - h Have you ever kept a diary? Why or why not?

DISCUSSION:

- 1 Call learners back together.
- 2 Discuss the answers to the questions.
- 3 Make sure your learners understand the following:
 - a Isabel Dyson from 'My Children! My Africa!'
 - b 6 September 1984
 - c She went to debate the Zolile High team in Brakwater.
 - d She is feeling surprised and excited.
 - e We know she is surprised because she uses the rhetorical question 'Can you believe it?' She also states 'It was NOTHING like I expected.' The capital letters in 'NOTHING' emphasise how surprising it was for her. We know she is excited because she starts the entry with 'Wow – what a day!' 'Wow' is an exclamation of excitement. The exclamation mark emphasises it.
 - f It sounds like she is speaking to a good friend or family member. She uses informal language (e.g. 'Wow' and 'P.S.'). She also talks about feelings that are very personal to her.
 - g A diary is a place to write our thoughts or ideas. It can help us sort out and deal with our feelings, just like speaking to a best friend. Isabel is full of emotion about her trip to Brakwater, because it was an important experience for her. She is writing the entry to express and work out her feelings. She probably can't explain how she feels to her parents.
 - h Discuss learners' experiences of diary writing.

Activity 2: Expressing feelings with words

INTRODUCTION:

- 1 Explain that we can express our feelings using adjectives (e.g. angry, sad, frustrated, disappointed, excited) or we can choose our words to show a feeling.
- 2 For example, in the diary entry above, Isabel is determined and excited when she writes: 'I'm going to start with the learners of Zolile High!' We know this because of the exclamation mark at the end of the sentence.
- 3 Explain that today, we will practise choosing words to show our feelings.

MODELLING:

- 1 Write the following on the chalkboard:
I am going to meet learners from Zolile High.
 - a **Scared:** As we drove to Zolile High, my heart beat fast – what would the learners be like?
 - b **Relieved:**
 - c **Excited:**
- 2 Explain that we could write this sentence in other ways, e.g. relieved or excited.
- 3 Ask for a volunteer to help you write the sentence in a relieved-sounding way, and fill it in next to 'Relieved'. For example, you could write something like: 'Finally, after all this time, I'm going to meet learners from Zolile High' Or: 'Thank goodness I'm going to meet the Zolile High learners at last.'

JOINT ACTIVITY:

- 1 Ask for a volunteer to help you write the sentence in an excited way, and fill it in next to 'Excited'. For example, you could write something like: 'I can't believe this day has finally come - I'm going to meet the learners at Zolile High!' Or: 'I couldn't sleep last night! I kept wondering what the learners at Zolile High would be like.'

PAIR WORK:

- 1 Write the following sentence on the chalkboard: School is cancelled today.
Angry:
Happy:
Sad:
- 2 Explain that learners must make the sentence show anger, happiness and sadness.
- 3 Split learners into pairs and give them 5–10 minutes to write their sentences.

DISCUSSION:

- 1 Call learners back together.
- 2 Call on learners to share examples for each of the different feelings.
- 3 Write good examples on the chalkboard, e.g. School is cancelled today.
Angry: 'It's ridiculous that they are cancelling school today!'
Happy: 'School is cancelled? That's the best news I've ever heard.'
Sad: 'Oh no – how can they cancel school at the last minute?'

- 4 Explain that when learners write their own diary entries, they must write their sentences in a way that shows their feelings. This creates a tone for their diary entry.

Useful genre-related vocabulary	
empathy	feeling or imagining the same emotions that another person feels
entry	a short piece of writing for each day in a diary
first-person	when a story is told from the perspective of the person to whom it happened, or who performed the action ('I')
personal	something private, that we do not want shared with a lot of people

1. Setting the task

SET THE TASK

- 1 Remind learners that they will now write a diary entry from the point of view of Thami from 'My Children! My Africa!'.

2. Planning

PLANNING STRATEGY

- a Remind learners of the topic.
- b Use a planning table.

INSTRUCTIONS FOR PLANNING

A. REMIND LEARNERS OF THE TOPIC

Topic: In 'My Children! My Africa!', Thami has a difficult decision to make. He loves literature and he enjoys training for the quiz with Isabel. However, he also knows that there are more urgent political activities that require his attention. In particular, the learners are about to launch Operation Qhumisa: a school boycott that aims to get rid of Bantu Education. Imagine that you are Thami and you are trying to decide whether or not you should drop out of the quiz team.

Write a diary entry in which you express your thoughts and your feelings about it. Remember to use language that shows your emotions. To prepare for this task, reread Act 2, Scene 1 to find evidence about Thami's thoughts and feelings. It is also a good idea to reread Act 1, Scenes 5 and 6.

B. USING A PLANNING TABLE

GETTING READY:

Draw a blank planning table on the board (see below in the 'Sample for teacher' section).

RESEARCH:

- 1** Explain that today, learners will plan for their own diary entry, which they will write as if they are Thami.
- 2** Instruct learners to copy down the topic and the empty planning table (In the ‘Sample for teacher’ section below), leaving at least five lines for each item in the table.
- 3** Instruct learners to reread Act 2 Scene 1. In this scene, Thami breaks the news to Isabel that he is dropping out the quiz. It will be helpful for learners to be reminded of his reasons. This reading can be done in pairs or groups, or it can be assigned for homework.
- 4** If there is enough time, encourage learners to read Act 1 Scenes 5 and 6 as well. Scene 5 shows us why Thami loves literature and the quiz preparation so much. Scene 6 is Thami’s monologue. He explains why he feels so strongly about rejecting Bantu Education. Both of these scenes will help them to find content for their writing.
- 5** Give learners time to fill in their planning tables. Walk around the room and help struggling learners.

SAMPLE FOR TEACHER

BLANK PLANNING TABLE:

What happened?	
How did you feel?	
Why did you feel that way?	
What are some words you can use to show your feelings?	
What is the tone of your diary entry?	

SAMPLE COMPLETED PLANNING TABLE:

What happened?	I am in a quiz team with Isabel, practising for the competition in Grahamstown. At the same time, I'm involved in political activism. I haven't been attending meetings held by the political action committee. We are planning a school boycott, against Bantu Education.
How did you feel?	confused/torn/conflicted/frustrated
Why did you feel that way?	On one hand, I love literature. I enjoy practising with Isabel. She's interesting and smart. On the other hand, I am committed to the struggle to free my people. I want to focus on what is important. The Comrades have forbidden us to interact with white people. I want to respect their wishes so they don't feel like I'm betraying them.
What are some words/phrases you can use to show your feelings?	'Confused', 'frustrated', 'it's not fair', 'I don't know what to do', 'What should I do?', 'How can I do the right thing?'
What is the tone of your diary entry?	Confused, uncertain, thoughtful, hesitant

3. Drafting

REINFORCE CRITERIA

Tell learners that as they draft, they must consider the following criteria:

- 1 The entry should be 100 words long. Include a word count in brackets at the end.
- 2 There should be a date in the top right hand corner.
- 3 The entry should be addressed to Dear Diary (the salutation).
- 4 It should be written in a first-person narrative voice ('I') from Thami's perspective.
- 5 Use words that show Thami's feelings about the decision he has to make about whether or not to drop out of the quiz.
- 6 You can use informal language – as though you are talking to a friend. But, it's better to avoid slang.
- 7 The entry should use the past tense verbs to narrate events, but can use present tense verbs to communicate how he feels.
- 8 Be clear about what tone you want to use. Then choose words to create that tone.

INSTRUCTIONS

INTRODUCTION:

- 1 Instruct learners to take out their exercise books.
- 2 Instruct learners to use their planning table to write their own diary entries.
- 3 Remind learners about the criteria (see above).
- 4 Learners can finish writing their diary entries for homework. They must bring them to class for the next lesson.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas; Features/conventions and context 12 MARKS	10-12 <ul style="list-style-type: none"> Outstanding response beyond normal expectations Intelligent and mature ideas Extensive knowledge of features of the type of text Writing maintains focus and coherence in content and ideas Highly elaborated and all details support the topic Appropriate and accurate format 	8-9 <ul style="list-style-type: none"> Very good response demonstrating good knowledge of features of the type of text Maintains focus – no digressions Coherent in content and ideas, very well elaborated and details support topic Appropriate format with minor inaccuracies 	6-7 <ul style="list-style-type: none"> Adequate response, demonstrating knowledge of features of the type of text Not completely focused –some digressions Reasonably coherent in content and ideas Some details support the topic Generally appropriate format but with some inaccuracies 	4-5 <ul style="list-style-type: none"> Basic response, demonstrating some knowledge of features of the type of text Some focus but writing digresses Not always coherent in content and ideas Few details support the topic Necessary rules of format vaguely applied Some critical oversights 	0-3 <ul style="list-style-type: none"> Response reveals no knowledge of features of the type of text Meaning obscure with major digressions Not coherent in content and ideas Very few details support the topic Necessary rules of format not applied
	LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling 8 MARKS	7-8 <ul style="list-style-type: none"> Tone, register, style and vocabulary highly appropriate to purpose, audience and context Grammatically accurate and well-constructed Virtually error-free 	5-6 <ul style="list-style-type: none"> Tone, register, style and vocabulary very appropriate to purpose, audience and context Generally grammatically accurate and well-constructed Very good vocabulary Mostly free of errors 	4 <ul style="list-style-type: none"> Tone, register, style and vocabulary appropriate to purpose, audience and context Some grammatical errors Adequate vocabulary Errors do not impede meaning 	3 <ul style="list-style-type: none"> Tone, register, style and vocabulary less appropriate to purpose, audience and context Inaccurate grammar with numerous errors Limited vocabulary Meaning obscured
MARK RANGE	17-20	13-15	10-11	7-8	0-5

4. Editing

STRATEGY

Peer-edit

INSTRUCTIONS FOR EDITING

- 1 Settle the class so that you have their attention.
- 2 Explain to the learners that they will use peer-editing to improve their writing.
- 3 Instruct learners to take out their written drafts.
- 4 Instruct learners to copy the peer-editing checklist into their exercise books on the next page.
- 5 Give learners 5 minutes to copy the peer-editing checklist.
- 6 Then, instruct learners to swap their exercise book with a neighbour.
- 7 Tell the learners that they must read the draft in front of them in silence.
- 8 Instruct learners to take out a pencil and correct any grammatical, spelling or punctuation errors that they find.
- 9 Instruct learners to read the draft again and to think about the tone. The learner must think about the words in the draft that show the tone of the diary entry.
- 10 Instruct learners to fill in the peer-editing checklist in their partner's books by ticking each item if it is included and has been done correctly. Explain that learners must try to think of how they can help their partner make their writing better.
- 11 When the learners are finished, they must hand back the draft to its writer.
- 12 Give learners 2–3 minutes to read the notes their partners have given them.
- 13 Allow 5–10 minutes for learners to explain the suggested corrections, to their partners.
- 14 Remind learners to make notes about the changes they must make. They can write new sentences, cross out words or sentences they have written, move words around with arrows and correct their language mistakes on the page. Remind them that it is okay if this draft starts to look very messy, as they will need to rewrite it for the final version.

EDITING CHECKLIST

- 1 Is the entry between 80 -100 words or fewer? Is there a word count in brackets at the end?
- 2 Is there a date at the top of the page?
- 3 Is the entry addressed to Dear Diary (the salutation)?
- 4 Is it written in a first-person narrative voice ('I') from Thami's perspective?
- 5 Does the entry use past tense verbs to narrate Thami's experiences and present tense verbs to express Thami's feelings?
- 6 What is the tone/feeling of this diary entry? What words show you this?
- 7 What is one thing you like about this diary entry?
- 8 What is one thing you think can be improved?

5. Presenting

PUBLISHING REQUIREMENTS

- 1 Learners must write out their diary entries neatly, on lined paper.
- 2 At the top of the page, they must include their name, the date and the words ‘Diary Entry’.
- 3 They must write neatly, leaving an empty line between the date, the salutation (‘Dear Diary’) and the body of the entry.
- 4 At the bottom of their diary entry they must write ‘Word count’, followed by the number of words (content only).
- 5 Publishing can be assigned as homework.

PRESENTING STRATEGY

Turn and talk

PRESENTING INSTRUCTIONS

- 1 Split learners into new pairs. They must not have the same partners who peer-edited their work.
- 2 Instruct learners to take turns reading their diary entries out loud to their partners.
- 3 Instruct learners to come up with one compliment, i.e. they must tell their partner something they liked about the writing.
- 4 If time permits, call the learners back together.
- 5 Ask for a few volunteers to read their entries to the class.
- 6 Applaud each learner after they have read their work.
- 7 Praise the class on the process of writing, and remind them that the only way to write well is to follow a thorough planning, drafting and editing process.

COMPLETED EXAMPLE**DIARY ENTRY**

14 July 1988

Ahhhh - I don't know what to do! Should I stay in the quiz team? I love practising with Isabel. She's smart and interesting. And the poetry is beautiful - especially Byron:

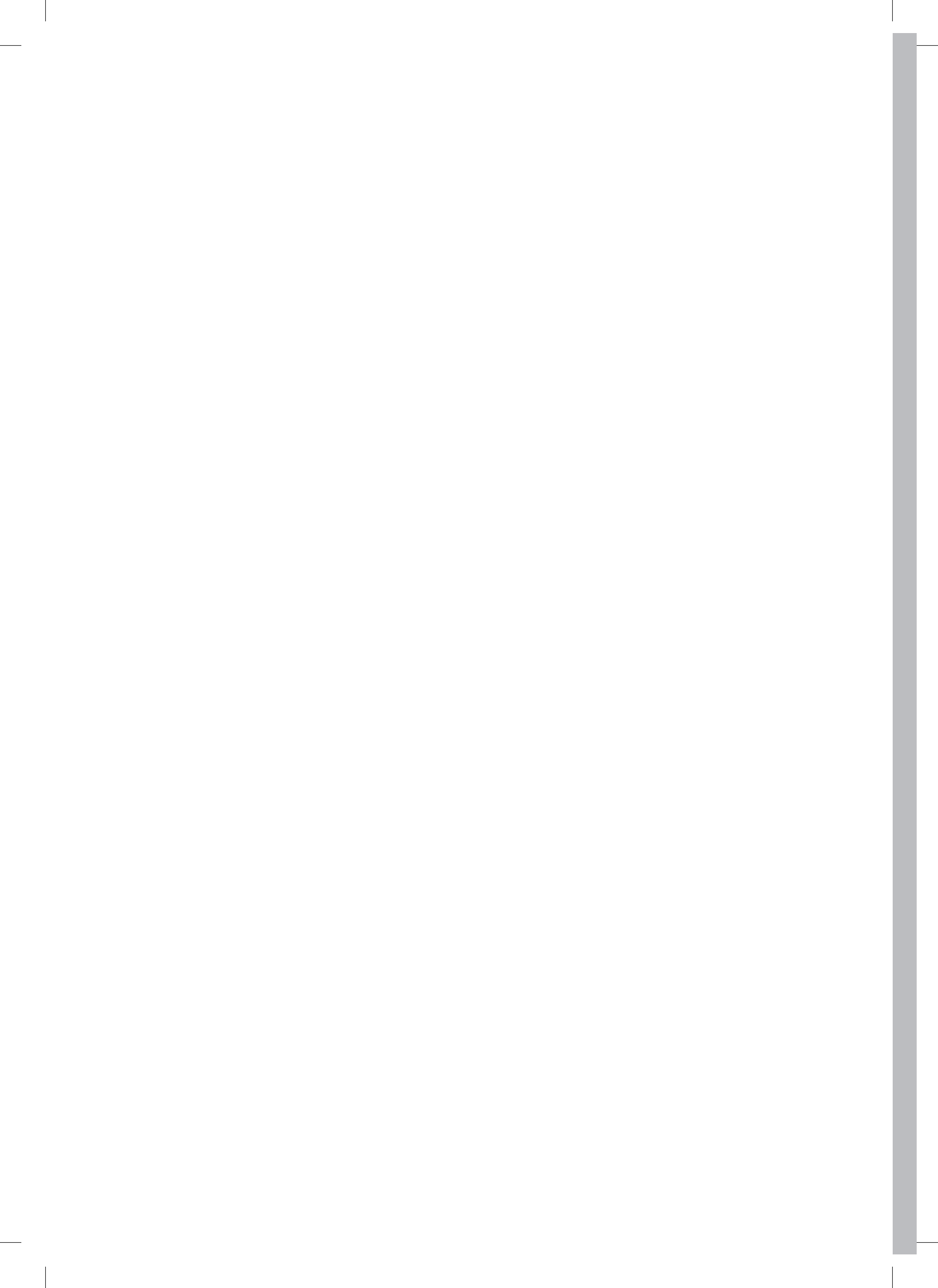
'Ye, Freedom! Yet thy banner, torn, but flying, Streams like the thunder-storm against the wind.'

Those lines filled my heart. But, I'm committed to the struggle to free my people and I want to focus on what's important. The Comrades have forbidden us to interact with white people. I want to respect their wishes so they don't feel like I'm betraying them. But is talking to Isabel betrayal? What should I do?

Word count: 102 words

Mark: 18 /20**TEACHER FEEDBACK**

A lovely diary entry. You've really put effort into thinking about how Thami feels, and what a difficult situation he's in. I could feel his uncertainty in all his questions. It's a really complicated situation, and you've understood its complexity. I also loved how you quoted from the literature they study! Those lines from the Byron poem are key to understanding what motivates Thami in his political activism. It showed that you have understood the play at a deep level. Bravo.



**My Children!
My Africa!**

**Writing and
presenting**

CYCLE 6

Writing and presenting

Newspaper article

Topic:

In ‘My Children! My Africa!’ Isabel tells Thami that she plans to write a newspaper article about their debate for her school newspaper. Imagine that Isabel is too busy to write the article herself, and you offer to write it for her. To prepare, reread Act 1 Scenes 1 and 2. Remember to use the correct format for a newspaper article, to answer the ‘5 Ws’ and to use the appropriate tone, register and perspective.

Length of task

120–150 words

CAPS REFERENCE: pg. 45

Text type	Purpose	Text Structure	Language Features
Newspaper article (Longer transactional)	To inform, educate, enlighten and entertain the public	State facts briefly but accurately. Strive to communicate the essence without losing the reader. Summarise accurately without slanting the truth. Give a succinct title and add a clear sub- title. Start with the most important facts: the who, what, how, when, where, why, and to what degree.	Clear and concise language Written in third person. Can use an active or passive voice, depending on the focus and which is more engaging for the reader. Should include quotes, comments, opinions, statements and observations from people involved or experts on the topic.

Introduction

Tell learners that today they are going to write a newspaper article. The article will be linked to the drama, ‘My Children! My Africa!’ The news article will be about Isabel and Thami’s debate.

Teach the genre

PURPOSE:

News articles aim to inform readers about a newsworthy event. They give information about: what happened; when it happened; who was involved; where it happened; why it happened (the 'five Ws').

HOW TO WRITE A NEWS ARTICLE:

- 1 A newspaper article must contain:
 - a headline
 - a blurb or subtitle
 - a byline: the author's name
 - a lead paragraph (which answers the 5 Ws)
 - elaboration
 - background information needed to understand the story.
- 2 Write from an objective point-of-view. Try to cover all sides of the story. Write in the third person. Do not include 'I', 'I think', 'I believe' or 'in my opinion'.
- 3 Use a matter-of-fact tone. Remain neutral and avoid emotion, dramatic language, figures of speech, adverbs and adjectives.
- 4 Use formal register: no abbreviations, contractions, colloquialisms or slang.
- 5 Include direct quotations to support or 'back up' a story.

Teach selected text structures and language features

Activity 1: Learn about the format of news articles

GETTING READY:

- 1 Photocopy the article entitled 'Zimbabwe's Political Crisis: What's Going On?' (below in the 'Sample for teacher' section). If you do not have access to a photocopy machine, you will have to read the article aloud to learners.
- 2 Photocopy the handout on the next page for each learner. If you don't have access to a photocopy machine write them on the chalkboard:

INTRODUCTION:

- 1 Explain that all news articles are written using roughly the same format.
- 2 Go through the handout explaining the six sections, or (if you don't have access to a photocopy machine) get learners to copy it off the board.
- 3 Explain that the learners' task today will be to identify the sections in the news article you have given them.

PAIR WORK:

- 1 Split learners into pairs.
- 2 Read the article aloud.

- 3 Instruct learners to answer the following questions in their pairs:
 - a Find and label the **headline**, **blurb**, **byline**, **lead paragraph**, **elaboration** and **background information** in the article. Label them on the article itself.
 - b Find and label any **quotations** used in the article.
 - c Whose **point-of-view** is the journalist writing from?
 - d What **tone** does the journalist use? (Is it emotional or matter-of-fact?)
 - e What **register** does the journalist use? (Is the writing formal or informal?)
- 4 As learners work, walk around and assist struggling learners.

DISCUSSION:

- 1 Call the class back together.
- 2 Ask learners to share their answers with the class.
- 3 Make sure they understand the following:
 - a Refer to the labeled article in the ‘Sample for teacher’ section below to see where the **byline**, **lead paragraph**, **elaboration** and **background information** are. Point out that there is no blurb in this article. If there were, it would go directly under the headline.
 - b There are no **quotations** used in the article.
 - c The journalist is not writing from any one person’s **point-of-view**. For example, he is not writing from the point-of-view of Mugabe or Mnangagwa. He is also not writing from his own personal point of view. He is trying to be objective (not tell us his own opinion).
 - d The journalist uses a matter-of-fact **tone**. This means he just presents the facts, without any emotion at all.
 - e The journalist uses a fairly formal **register**. He does not sound like he is having a casual chat to a friend. He uses formal sentence structure and vocabulary.

Parts of a newspaper article:

- 1 **Headline:** The title. A short statement that grabs the reader’s attention. Full sentences are not necessary.
- 2 **Byline:** ‘By...’ (the name of the writer of the article).
- 3 **Lead paragraph:** The first short paragraph that grabs the reader’s attention. It is the introduction and contains the most important information. It answers the five questions of journalism (the ‘five W’s.):
What happened?
Who did it?
Where did it happen?
When did it happen?
Why did it happen?
- 4 **Elaboration:** One or more paragraphs containing other details, including direct quotations from people involved in the event and witnesses.
- 5 **Background information:** One or more paragraphs containing background information, which might help readers to understand the story.

SAMPLE FOR TEACHER**SAMPLE 1 – NEWS ARTICLE:**

(Source: <http://wtdnews.com/zimbabwes-political-crisis-whats-going/>)

Zimbabwe's Political Crisis: What's Going On?

By Garima Kunzru

November 23, 2017

On 14 November, Harare was taken over by the military. The President and his wife were put under house arrest and Robert Mugabe handed in his resignation.

After the coup, Mugabe tried to transfer power to his wife, Grace Mugabe. However, this was met with widespread contempt from his own party members of ZANU-PF.

The trigger for the coup was when the Vice President, Emmerson Mnangagwa, was fired by Mugabe. Mnangagwa and Grace Mugabe have been competing for who will succeed Mugabe. His sacking was seen as a move to eliminate him from this competition. Mnangagwa is set to be sworn in as President.

A longer-term reason for the coup is Mugabe's dictatorial rule and the collapsed economy. In 2000, when he seized white farmers' lands, the country faced a severe food shortage and subsequent famine. The unemployment rate is about 80%.

Nicknamed 'the crocodile,' Mnangagwa is known to have played a vital role in the Gukurahundi massacres in which thousands of Ndebele civilians were killed. What now has to be seen is whether he will practice true democracy.

SAMPLE 2 – LABELLED NEWS ARTICLE:

HEADLINE → **Zimbabwe’s Political Crisis:
What’s Going On?**

BYLINE → *By Garima Kunzru*
November 23, 2017

LEAD PARAGRAPH → On 14 November, Harare was taken over by the military. The President and his wife were put under house arrest and Robert Mugabe handed in his resignation.

ELABORATION → After the coup, Mugabe tried to transfer power to his wife, Grace Mugabe. However this was met with widespread contempt from his own party members of ZANU-PF.

ELABORATION → The trigger for the coup was when the Vice President, Emmerson Mnangagwa, was fired by Mugabe. Mnangagwa and Grace Mugabe have been competing for who will succeed Mugabe. His sacking was seen as a move to eliminate him from this competition. Mnangagwa is set to be sworn in as President.

ELABORATION → A longer-term reason for the coup is Mugabe’s dictatorial rule and the collapsed economy. In 2000, when he seized white farmers’ lands, the country faced a severe food shortage and subsequent famine. The unemployment rate is about 80%.

BACKGROUND INFORMATION → Nicknamed ‘The Crocodile’, Mnangagwa is known to have played a vital role Gukurahundi massacres in which thousands of Ndebele civilians were killed. What now has to be seen is whether he will practice true democracy.

1. Setting the task

SET THE TASK

- 1 Remind learners that they will now write their own articles based on events in 'My Children! My Africa!'

2. Planning

PLANNING STRATEGY

- a Remind learners of the topic.
- b Use a planning table.

INSTRUCTIONS FOR PLANNING

A. REMIND LEARNERS OF THE TOPIC.

Topic: In 'My Children! My Africa!' Isabel tells Thami that she plans to write a newspaper article about their debate for her school newspaper. Imagine that Isabel is too busy to write the article herself, and you offer to write it for her. To prepare, reread Act 1 Scenes 1 and 2. Remember to use the correct format for a newspaper article, to answer the '5 Ws' and to use the appropriate tone, register and perspective.

B. USE A PLANNING TABLE

GETTING READY:

- 1 Draw a blank planning table on the board. (example is below, in the 'Sample for Teacher' section)

INTRODUCTION:

- 1 Settle learners so that you have their attention.
- 2 Read the topic to learners.
- 3 Explain that today, learners will think about what content will go in their articles. They will use the planning table to help them make sure they have all the information they need.
- 4 Explain that learners must find information in Act 1 Scenes 1 and 2 of the play.
- 5 Read through the planning table with learners.

MODELLING:

- 1 Show learners how to fill in the first box of the planning table: *What happened?*
- 2 Explain that you will think about what you know from the text. Write down points in the first box of the planning table as you explain your thoughts, e.g.

What happened?	<ul style="list-style-type: none"> • debating team from Camdeboo Girls High school visited Zolile High School. • debate topic 'In view of the essential physical and psychological differences between men and women, there should be correspondingly different educational syllabuses for the two sexes.' (pg. 44)
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- 3 Remind learners that this is just the planning stage, so they do not need to write in full sentences yet.
- 4 Explain that there are many more facts that can go into the first box, but you will leave it to them to fill up their own boxes.

JOINT ACTIVITY:

- 1 Do an example together with learners.
- 2 Call one learner up to the front of the room. Ask the learner to fill in the second box of the planning table: *Who did it?*
- 3 The learner must fill information about who did it, e.g.

Who was involved?	<ul style="list-style-type: none">• Camdeboo Girls High team: Isabel Dyson, Renee Vermaas and Cathy Bullard (pg. 52).• Zolile High team: Thami Mbikwana. (His teammates aren't named.)• Chairperson: Mr Anele Myalatya, aka Mr M.
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- 4 If the learner makes any mistakes/gives information that is inaccurate, explain so that the whole class understands.

PAIR WORK:

- 1 Instruct learners to copy the topic and blank planning tables into their exercise books. Learners may copy the information about *What happened?* and *Who did it?*
- 2 Instruct learners to add to these boxes and complete the rest of the table with a partner.
- 3 Remind learners that they may refer to the text (Act 1 Scenes 1 and 2) if they need information for their articles.
- 4 Remind learners that this is a planning activity – they do not need to write in full sentences.

DISCUSSION:

- 1 Call the class back together.
- 2 Discuss each line in the table. Write down key words/phrases on the board as you discuss. (You may reference the completed sample table below for some examples.)
- 3 Explain that for the 'when' box, learners can make up this information because it is not provided in the play, but it must be some time in the 1980s in order to make sense.

HOMEWORK:

Instruct learners to complete the planning table as homework if necessary. They will need it for the drafting activity.

SAMPLE FOR TEACHER**SAMPLE BLANK PLANNING TABLE:**

What happened?	
Who was involved?	
When did it happen?	
Where did it happen?	
Why did it happen?	
Elaboration / Explanation <i>(other important information, some of which may be in the form of quotations)</i>	
Important additional information	

SAMPLE COMPLETED PLANNING TABLE:

(Individual learners' tables will each be different.)

What happened?	<ul style="list-style-type: none"> • debating team from Camdeboo Girls High school visited Zolile High School • debate topic 'In view of the essential physical and psychological differences between men and women, there should be correspondingly different educational syllabuses for the two sexes.' (pg. 44) • Camdeboo team opposed the motion (argued against it) • Zolile team proposed the motion (argued for it) • audience loved it and responded wildly • Thami and Isabel were the best debaters • Thami argued that gender equality is a Western idea that doesn't belong in traditional African society • Isabel argued that discriminating against women is the same as other types of discrimination (like race) • Camdeboo team won: 24 votes to 17 (pg. 44)
Who was involved?	<ul style="list-style-type: none"> • Camdeboo Girls High team: Isabel Dyson, Renee Vermaas and Cathy Bullard (pg. 52) • Zolile High team: Thami Mbikwana (His teammates aren't named) • Chairperson: Mr Anele Myalatya, aka Mr M
When did it happen?	23 March 1986
Where did it happen?	Number One Classroom, Zolile High School, Brakwater Township, Camdeboo

Why did it happen?	The Zolile debating society invited the Cambeboo team for a debate
Elaboration / Explanation (<i>other important information, some of which may be in the form of quotations</i>)	<ul style="list-style-type: none"> In the 1980s, many citizens were taking it upon themselves to create opportunities to get to know people of other races. This was a way to fight against Apartheid's segregation Miss Brockway, Camdeboo principal, called, it 'pioneering intellectual exchange' between the two schools (pg. 52)
Important additional information	The teams agreed to schedule more debates in future

3. Drafting

INTRODUCE CRITERIA

- The article must contain the following parts: headline, byline, lead paragraph, elaboration and background information.
- The length must be 120–150 words (excluding the headline and byline).
- Write from an objective point-of-view.
- Write in third person and in the active voice.
- Use a matter-of-fact tone.
- Use formal register.
- Include direct quotations to support or 'back up' a story.

INSTRUCTIONS

A. Headline and Byline:

- Model how to format the headline, blurb, and byline on the board, e.g.

Talent abounds at school debate [CENTERED]

Learners present excellent arguments, drawing praise [CENTERED]

[LEAVE A LINE OPEN]

By Elethu Siyengu [RIGHT]

- Instruct learners to take out their exercise books and open to a new page.

- Explain that learners must think about the content they gathered during the planning section. They must think of an interesting headline and write it at the top of the page, in the centre. Learners must add a blurb/subtitle which summarises what their article will be about.

- 4 Next, learners must add their own name in a byline.
[NOTE: There are different options for the byline (all of which will be marked as correct on an exam): The byline may be written directly after the blurb OR you may skip a line open after the blurb and before the byline. Different newspapers have the byline in different positions: written on a new line and on the left OR on a new line and on the right OR at the end of the blurb.]
- B.** Turn the planning table into a complete draft
- 1 Explain that now, learners will use their planning tables to create a complete draft.
 - 2 Learners must organise their information. This means they must decide which information belongs in which paragraph.
 - 3 Explain that learners must use the following guidelines when they write their drafts in full sentences and paragraphs:
 - a **First/lead paragraph:** provides the most important information and answers the questions: what happened, when it happened, who was involved, where it happened and why it happened;
 - b **Elaboration (1–3 paragraphs):** provide an explanation, which clarifies and gives supporting facts or information (this explanation and information can be in the form of a quotation);
 - c **Background Information:** gives additional information which may be of interest to the reader and related to this event. It is not essential.
 - 4 Remind learners of the criteria (see above). Explain that learners must keep these criteria in mind as they complete their draft.
NOTE: Learners may complete their draft as homework.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context 18 MARKS	15-18 <ul style="list-style-type: none"> Outstanding response beyond normal expectations Intelligent and mature ideas Extensive knowledge of features of the type of text Writing maintains focus and coherence in content and ideas Highly elaborated and all details support the topic Appropriate and accurate format 	11-14 <ul style="list-style-type: none"> Very good response demonstrating good knowledge of features of the type of text Maintains focus – no digressions Coherent in content and ideas, very well elaborated and details support topic Appropriate format with minor inaccuracies 	8-10 <ul style="list-style-type: none"> Adequate response demonstrating knowledge of features of the type of text Not completely focused – some digressions Reasonably coherent in content and ideas Some details support the topic Generally appropriate format but with some inaccuracies 	5-7 <ul style="list-style-type: none"> Basic response demonstrating some knowledge of features of the type of text Some focus but writing digresses Not always coherent in content and ideas Few details support the topic Necessary rules of format vaguely applied Some critical oversights 	0-4 <ul style="list-style-type: none"> Response reveals no knowledge of features of the type of text Meaning obscure with major digressions Not coherent in content and ideas Very few details support the topic Necessary rules of format not applied
	LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 12 MARKS	10-12 <ul style="list-style-type: none"> Tone, register, style and vocabulary highly appropriate to purpose, audience and context Grammatically accurate and well-constructed Virtually error-free 	8-9 <ul style="list-style-type: none"> Tone, register, style and vocabulary very appropriate to purpose, audience and context Generally grammatically accurate and well-constructed Very good vocabulary Mostly free of errors 	6-7 <ul style="list-style-type: none"> Tone, register, style and vocabulary appropriate to purpose, audience and context Some grammatical errors Adequate vocabulary Errors do not impede meaning 	4-5 <ul style="list-style-type: none"> Tone, register, style and vocabulary less appropriate to purpose, audience and context Inaccurate grammar with numerous errors Limited vocabulary Meaning obscured
MARK RANGE		25-30	19-23	14-17	9-12

4. Editing

STRATEGY

Peer-editing

INSTRUCTIONS FOR EDITING

(NOTE: If you do not have time to do this activity in class, give learners the checklist and instruct them to self-edit for homework instead.)

- 1 Before the lesson begins, copy the checklist below onto the board (or make copies if you have access to a photocopy machine).
- 2 Explain that for this writing task, learners will edit a peer's work.
- 3 Remind learners that all writers edit. It is a very important part of the writing process.
- 4 Instruct learners to take out their exercise books and find their drafts.
- 5 Instruct learners to copy the editing checklist (below).
- 6 Instruct learners to read each question, and then to read their partner's article to see if they have done what the question in the checklist asks. If they find that their partner has not done something required by the checklist, they must make a note of it. Explain that learners must try to think of how they can help their partner make their writing better.
- 7 When the learners are finished, they must hand back the draft to its writer.
- 8 Give learners 2–3 minutes to read the notes their partner has given them.
- 9 Allow 5–10 minutes for learners to explain the suggested corrections to their partners.
- 10 Remind learners to make notes about the changes they must make. They can write new sentences, cross out words or sentences they have written, move words around with arrows and correct their language mistakes on the page. Remind them that it is okay if this draft starts to look very messy, as they will need to rewrite it for the final version.

EDITING CHECKLIST

- 1 Does the article have a headline?
- 2 Is the headline appropriate and does it grab attention?
- 3 Does the blurb contain an accurate and interesting summary?
- 4 Is there a byline?
- 5 Does the lead paragraph answer the five questions: what, who, where, when, why?
- 6 Do the explanation paragraphs contain important information not in the lead paragraph?
- 7 Is there additional and/or background information (optional)?
- 8 Is the register formal?
- 9 Are the sentences in third person and in the active voice?
- 10 Are spelling, punctuation and sentence construction correct?
- 11 What can the learner do to improve their article? (Give a helpful tip!)

5. Presenting

PUBLISHING REQUIREMENTS

- 1 Learners must write their articles neatly in their books.
- 2 At the top of the page, they must write their name, the date and the heading 'Newspaper Article'.
- 3 They must leave a line open and then, in the centre of the page, write down their headline, blurb. Leave a line and add their byline on the left hand side of the page.
- 4 They must write neatly.
- 5 At the end they must write the words 'Word count' followed by the number of words used.

PRESENTING STRATEGY

Presentation

PRESENTING INSTRUCTIONS

- 1 Explain that learners will present their articles to the class (you may assign the date ahead of time).
- 2 Give learners time to read through their articles to prepare for their presentations. Explain that learners should think about reading the article as if they are a reporter on the news.
- 3 Call on learners to read their articles out loud to the class.
- 4 Praise learners for one specific thing they did well in their writing/presentation.

COMPLETED EXAMPLE

Pioneering Intellectual Exchange

Exciting debate between CGH and Zolile High School

By Lwando Mjikeliso

On 23 March, Isabel Dyson, Renee Vermaas and Cathy Bullard, the debating team from Camdeboo Girls High (CGH), visited Zolile High School in Brakwater Township. CGH's visit was a result of an invitation from the Zolile debating society. The debate, chaired by Zolile's Mr Myalatya, took place in Number One Classroom. The Camdeboo team won 24 votes to 17.

The topic was 'In view of the essential physical and psychological differences between men and women, there should be correspondingly different educational

syllabuses for the two sexes.' The Camdeboo team opposed the motion and the Zolile team proposed it.

The audience responded enthusiastically to the arguments. Thami Mbikwana argued that gender equality is a Western idea that does not belong in traditional African society. Dyson argued that discriminating against women is the same as other types of discrimination.

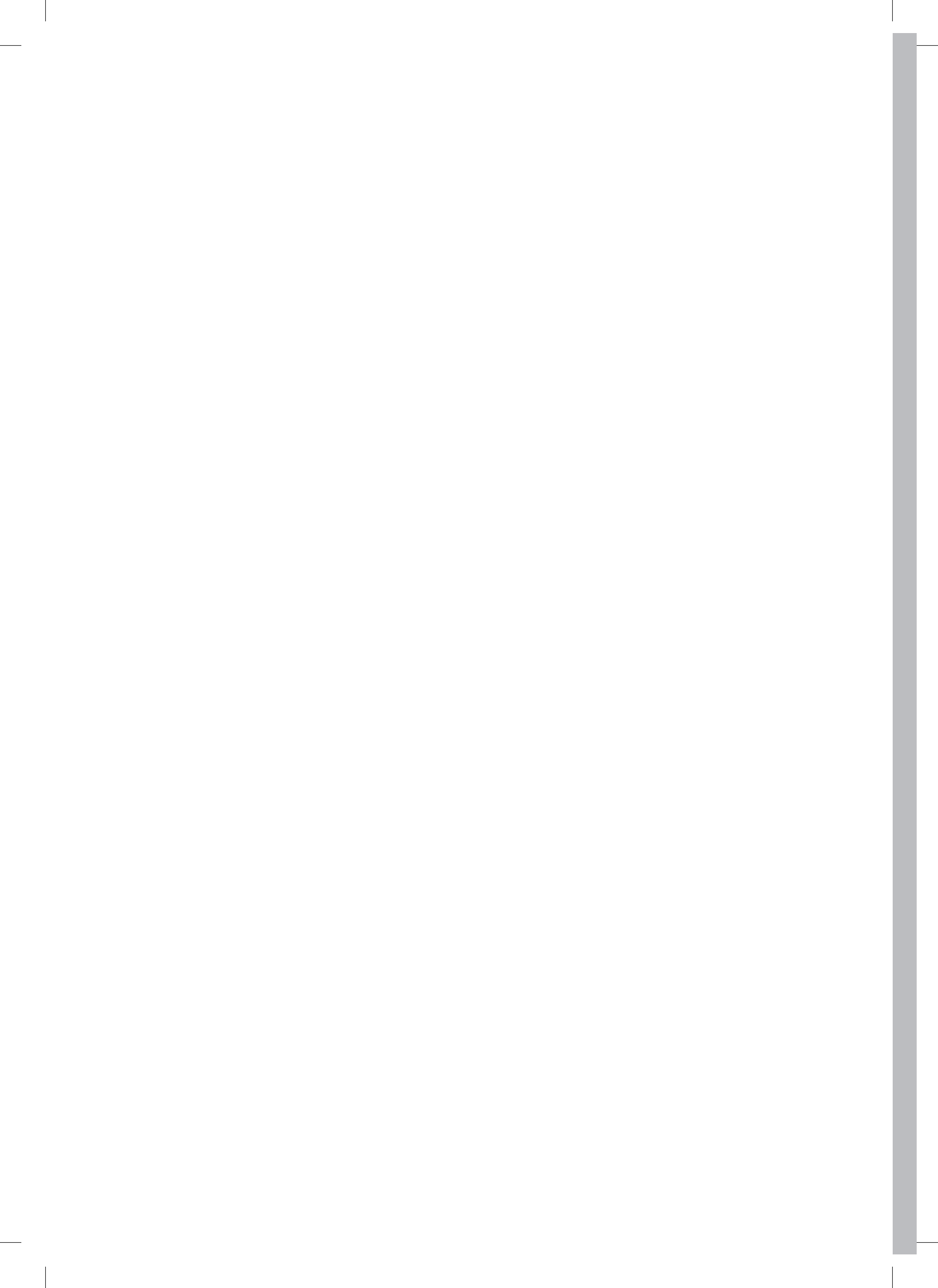
Miss Brockway, CGH principal, called this event an opportunity for 'pioneering intellectual exchange' between the two schools.

WORD COUNT: 153 words

MARK: 27 /30

TEACHER FEEDBACK

Lovely work! This article includes all the really important information, but is succinct and to the point. The lead paragraph, in particular, answers the 5Ws. Your punctuation of the direct quote is perfect. I enjoyed how you used Miss Brockway's quote for your headline. Your work is both careful and creative. Keep up the hard work!



**My Children!
My Africa!**

**Writing and
presenting**

CYCLE 7

Writing and presenting

Speech

Topic:

Imagine that you are one of the Comrades on the learners' political action committee in 'My Children! My Africa!' You are organising Operation Qhumisa (the school boycott). Imagine that you have called a meeting with all the learners from Zolile High and all the other schools in Brakwater Township. (Thami actually refers to this meeting on pg. 84 of the play.)

Write the speech that you will give to encourage all the learners to join the boycott the next day. To prepare for this writing task, reread Act 1 Scene 6 to get ideas from Thami about why political action like the school boycott is so necessary.

Length of task

120–150 words

CAPS REFERENCE: pg. 42

Text type	Purpose	Text Structure	Language Features
Speech (Long)	To inform, educate, enlighten and entertain the public	Start and adapt the style to be used; When? Where? Why? (purpose), Who? (audience) and What? Openers attract attention Develop points well and avoid clichés. Balance criticisms with reasonable alternatives. The conclusion is important, and is never a summary of what has been written.	Use short sentences with simple ideas, using familiar examples

Introduction

Tell learners that today they are going to write a speech. The speech will be linked to the drama, 'My Children! My Africa!' The speech's purpose will be to encourage learners to take part in a school boycott.

Teach the genre

PURPOSE:

A speech is a formal talk given to an audience. It is a way of presenting a message to a group of listeners to inform, educate, enlighten or entertain them.

HOW TO WRITE A SPEECH:

- 1 Work out the topic, audience and purpose
- 2 Plan the structure: introduction, body and conclusion
- 3 Use persuasive techniques (repetition; persuasive and inclusive language)
- 4 Use powerful openers and closers
- 5 Practise presentation techniques

Teach selected text structures and language features**GETTING READY:**

NOTE: There are FOUR activities in this section. Please select the TWO activities you think are most helpful for the learners in your classroom.

INTRODUCTION:

- 1 Hand out a copy of the following speech to each learner. If you do not have access to a photocopier, you'll have to read it out to the class a few times as they work on the activity:

Fellow students

I stand before you today to tell you why you should vote for me to join the Representative Council of Learners – the RCL. In this position, I assure you I will work hard on our behalf, listen to your ideas and do everything in my power to make our school the best it can be.

I stand before you today not only as a candidate for the RCL, but also as your friend. Like a good friend, I will be honest with you about the challenges our school faces. I will do my best to communicate with you and keep you informed.

As your friend, I will also be asking for your help. No one person has all the answers or can do all the work. A chain is only as strong as its weakest link. Together we must be strong and co-operate to achieve our goals.

As your friend, I believe in you. I believe in this school. I believe in our ability to work together for something great. As the author Margaret Mead once said, 'Never doubt that a small group of thoughtful, committed citizens can change the world.

Indeed, it is the only thing that ever has.'

I stand before you today, to ask for your vote. I believe I have the qualities to be an effective leader. I am also asking for your help. Let us begin the journey of making our school the very best it can be. Thank you for your time.

- 2 Read the text aloud as if you were presenting a speech, i.e. with expression in your voice and on your face, and with appropriate emphasis and pauses.

Activity 1: Determining audience, purpose and topic

PAIR WORK:

- 1 Instruct learners to work in pairs.
- 2 Instruct learners to determine the following:
Audience: Who is the speaker speaking to?
Topic: What is the speech about?
Purpose: Why has it been written? What is the speaker hoping to achieve?
- 3 As learners work, walk around the classroom and help struggling learners.

DISCUSSION:

- 1 Call learners to attention.
- 2 Ask for volunteers (or cold call learners) to explain:
Audience: fellow learners/classmates/people at their school
Topic: RCL elections/vote for RCL
Purpose: For the learner giving the speech to be elected to the RCL
- 3 Explain that before planning a speech, they need to determine what the topic and purpose are, and who the audience is. These factors will influence how they write and present their speech.

Activity 2: Parts of an effective speech

INTRODUCTION:

- 1 Explain that a speech has a similar structure to an essay. Write the following on the board and instruct learners to copy it into their exercise books:
 - a Introduction (often called the ‘orientation’)
 - b Body (also known as the ‘complication’)
 - c Conclusion (also known as the ‘resolution’).

PAIR WORK:

- 1 Remind learners that a speech is meant to be presented to an audience. An effective speech uses persuasive techniques to make a connection between the speaker and the audience.
- 2 Write the following on the board and instruct learners to copy it into their exercise books:
 - **Inclusive Language:** The speaker shows that they are connected to the audience by using ‘we’ and ‘our’ rather than ‘I’ and ‘my’.
 - **Repetition:** Words or phrases that are used more than once.
 - **Persuasive Language:** Words that have the power to convince someone to do something.
- 3 Instruct learners to work in the same pairs as before, and to read the speech again.
- 4 Instruct them to identify examples of **inclusive language**, **repetition** and **persuasive language**. As they work, they must underline and label them.
- 5 As they work, walk around the classroom and help struggling learners.

DISCUSSION:

- 1 Call learners back together.
- 2 Ask for volunteers (or cold call learners) to give examples of inclusive language in the text:
our behalf
our school
your friend
together we
our goals
our ability
work together
let us
- 3 Ask for volunteers (or cold call learners) to give examples of repetition in the text:
I stand before you today
as your friend
I believe in...
- 4 Ask for volunteers (or cold call learners) to give examples of persuasive language in the text:
I assure you
everything in my power
effective
I believe...
- 5 Explain that an effective speech will use inclusive language, repetition and persuasive language to convince the audience to support the speaker.
- 6 Explain to learners that often we only remember the beginning and the end of a speech so these need to be particularly effective.

Activity 3: Using openers to attract attention

- 1 Explain that good speeches (and good essays) should start with an interesting first sentence. This is called an 'opener' or 'hook.' An opener is meant to draw someone's attention. It should make them want to keep listening to the speech.
- 2 Explain that today, we will learn about different techniques learners can use when they are writing their openers.
- 3 Write the following on the chalkboard and ask learners to copy them down:
 - a **Question:** A question makes people want to continue listening for the answer. When we open with a question, we should try to use complex questions that make people think, rather than a question that can be answered with a simple yes or no.
 - b **Quotation:** Use a literary quote (a quote from a book) or a quote by a famous person that is related to your topic.
 - c **Personal anecdote:** This is a short personal story that is related to your topic. Connecting the story to something personal to you makes people want to listen.

- d Interesting fact:** An interesting fact surprises the reader by telling them something they didn't know before. This can include statistics or other data.
 - e Humour:** Include something funny! This makes people laugh – if people are enjoying what you are saying, they are more likely to listen!
 - f Common misconception:** Explain a common belief that people have that is not true. Give people an alternative and facts instead.
 - g Slogan:** Give the audience a short and striking or memorable phrase.
- 4 Explain that we will now practise writing different types of openers. We will write an interesting opener for the sample speech.
 - 5 Do an example together with the class. For example, if we are using a question, we could write: 'How can we make our school great?' or 'What qualities do you think are important in a leader?'
 - 6 Explain that there is a quotation in the speech. This quotation could be used as an opener, rather than in the body of the speech: "As Margaret Mead once said, 'Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.'"
 - 7 Instruct learners to take out a piece of paper. Instruct learners to choose one technique and to write an opener for the speech. (Learners may not copy one from the board.)
 - 8 Give learners time to write an opener.
 - 9 Instruct learners to pass their piece of paper to the person next to them. Instruct learners to read the opener they have received.
 - 10 Ask learners to share interesting openers that they have read. Try to make sure the learners have given an example for each type of opener.
 - 11 If there are some types that no one has written an example for, here are some examples you can share:
 - a Question:** 'Do you have a dream for our school?'
 - b Quotation:** "'It always seems impossible until it's done.' Nelson Mandela"
 - c Anecdote:** 'A few weeks ago, one of our classmates tripped and fell during break. I saw her fall, and then many of our fellow classmates stood and laughed. I walked over and helped her up. I made sure she was okay. I have always cared about helping others.'
 - d Interesting fact:** 'Did you know that in our school history, we have only had one female learner on the RCL?'
 - e Humour:** 'Do you want to know why the chicken crossed the road? The chicken took this dangerous journey just to vote me onto the RCL.'
 - f Common misconception:** 'Some people think that the RCL has no power. But did you know that two members of the RCL join the School Governing Body each year?'
 - g Slogan:** 'Your voice. Your choice.'

Activity 4: Use closers

- 1 Explain that when we give a speech, we want to give listeners something to think about at the end. We want them to keep thinking about what we have said. Therefore, it is important to say something memorable by using effective ‘closers’ or ‘clinchers.’
- 2 Explain that today, we will learn about three different techniques learners can use when they are writing their closers.
- 3 Write the following on the chalkboard and ask learners to copy them down:
 - Bookend:** Refer back to the opening.
 - Challenge:** Call the audience to action.
 - Echo:** Focus on a word that has been repeated throughout the speech.
 - Slogan:** Give the audience a memorable saying to remind them of the purpose of the speech.
- 4 Explain that we will now practise writing different types of closers. We will write an interesting closer for the sample speech.
- 5 Do an example together with the class. For example, if we are using a challenge, we could write: ‘Let’s work together! We must make our school number one!’
- 6 Instruct learners to take out a piece of paper. Instruct learners to choose one technique and to write a closer for the speech. (Learners may not copy one from the board.)
- 7 Give learners time to write a closer.
- 8 Instruct learners to pass their piece of paper to the person next to them. Instruct learners to read the closer they have received.
- 9 Ask learners to share effective closers that they have read. Try to make sure you have an example for each type of opener, e.g.
 - Bookend:** ‘I ask you again to vote for me.’
 - Challenge:** ‘Let’s make a difference together.’
 - Echo:** ‘This is our school.’
 - Slogan:** ‘Your voice. Your choice.’

Useful genre-related vocabulary

articulation	expressing words clearly
body language	communication through gestures (hand or head movements) and facial expressions
eye contact	looking directly into someone else’s eyes when you speak
gesticulate	to wave hands and arms around in excitement
modulation	varying your tone of voice to make it interesting
pace	the speed at which you speak
persuasive language	words that have the power to convince someone to do something
projection	to use your voice so that everyone can hear it
repetition	words or phrases that are used more than once
opener (hook)	a way of grabbing the audience’s attention
closer (clincher)	a memorable way of ending a speech

1. Setting the task

SET THE TASK

- 1 Remind learners that they will now write their speeches.

2. Planning

PLANNING STRATEGY

- a Remind learners of the topic.
- b Use a speech writing frame.
- c Find information in the text.
- d Complete speech writing frame.

INSTRUCTIONS FOR PLANNING

A. REMIND LEARNERS OF THE TOPIC

Topic: Imagine that you one of the Comrades on the learners' political action committee in 'My Children! My Africa!' You are organising Operation Qhumisa (the school boycott). Imagine that you have called a meeting with all the learners from Zolile High and all the other schools in Brakwater Township. (Thami actually refers to this meeting on pg. 84 of the play.)

Write the speech that you will give to encourage all the learners to join the boycott the next day. To prepare for this writing task, reread Act 1 Scene 6 to get ideas from Thami about why political action like the school boycott is so necessary.

B. USE A SPEECH WRITING FRAME

GETTING READY:

Before the lesson, draw a speech writing frame on the board. Use the blank template below.

MODELLING:

- 1 Settle learners so that you have their attention.
- 2 Explain that learners will use a writing frame to plan their speech.
- 3 Instruct learners to copy it into their exercise books or hand out the blank copies.
- 4 Explain that you will fill in the preparation section of the template together.
- 5 Read the topic out loud and instruct learners to write the topic in the preparation section of their speech writing frame.
- 6 Ask learners:
 - a Who is the audience of the speech? (Learners in Brakwater)
 - b What is its purpose? (To encourage them to join the school boycott)
- 7 Instruct learners to fill in the 'audience' and 'purpose' sections of their speech writing frame.
- 8 Read through the rest of the writing frame. Explain what belongs in each section.

C. FIND INFORMATION IN THE TEXT

- 1 Instruct learners to take out their copy of 'My Children! My Africa!'
- 2 Explain to learners that as a class they will reread Act 1 Scene 6 to gather information they can use in their speech. They will be looking for reasons why learners should support the boycott.
- 3 Ask for volunteers to read the parts of the different characters.
- 4 Explain to learners that as they read, they should think about quotes from the text that they can use in their speech. These can be words said by any of the characters. Explain to learners that they will use these quotes to write the words for their speech. By using some words from the play, the speech will sound authentic (real).
- 5 Help learners by pointing out a few useful quotes from the text. For example:
 - 'It's hard... for us 'bright young blacks' to dream about wonderful careers as doctors, or lawyers when we keep waking up in a world which doesn't allow the majority of our people any dreams at all' (pg. 78–79).
 - 'That little world of the classroom... that little room of wonderful promises, where I used to feel so safe has become a place I don't trust anymore. Now I sit at my desk like an animal that has smelt danger, heard something moving in the bushes and knows it must be very, very careful' (pg. 79).
 - 'I look around me in the location... What do I see?... I see a generation of tired, defeated men and women crawling back to their miserable little pondoks at the end of a day's work. Most of them are just sitting around wasting away their lives while they wait helplessly for a miracle to feed their families, a miracle that never comes' (pg. 80).
 - 'Those men and women are our fathers and mothers. We have grown up watching their humiliation. We have to live every day with the sight of them begging for food in this land of their birth... Black people lived on this land for centuries before any white settler had landed!' (pg. 80).
 - '... streets of the white town... big houses and beautiful gardens with their swimming pools full of laughing people...' (pg. 80).
 - 'We don't need the Zolile classrooms any more. We know now what they really are... traps which have been carefully set to catch our minds, our souls... We have woken up at last. We have found another school... the streets' (pg. 81).
 - '... the time for whispering them is past. Tomorrow we start shouting.' (pg. 81).

D. COMPLETE SPEECH WRITING FRAME**MODELLING:**

- 1 Explain that learners will fill out a writing frame to help prepare them to write a speech.
- 2 Explain that first, you will show learners how to use this writing frame.
- 3 Fill in the first two boxes of the introduction for learners, for example:

GREETING: Good evening, fellow learners of Brakwater.

OPENER: Comrades, what do you picture when you imagine your future?

JOINT ACTIVITY:

- 1 Ask for a volunteer to come to the board to help you fill in the next box of the introduction, the ‘Topic’. This is the problem that the speaker wants to talk about.
- 2 Let the learner make the decisions. Step in to guide them if needed. For example:

TOPIC: Bantu Education denies us the opportunity to fulfil our potential.

INDEPENDENT ACTIVITY:

- 1 Instruct learners to fill out the rest of the writing frame on their own.
- 2 They must start by deciding what issues they will be raising in their speeches, and filling these into their own frames. This does not yet have to be written in full sentences.
- 3 Remind learners that they should mix their own words with quotes from the play, to make their speech sound more realistic (as if it is really a member of the political action committee who is giving the speech!).
- 4 Walk around the classroom and assist struggling learners.
- 5 Instruct learners to complete their plan for homework.

SAMPLE FOR TEACHER**BLANK TEMPLATE: SPEECH WRITING FRAME**

PREPARATION
TOPIC: <i>(what?)</i>
AUDIENCE: <i>(who?)</i>
PURPOSE: <i>(why?)</i>
INTRODUCTION (ORIENTATION)
GREETING: <i>(address the audience)</i>
OPENER: <i>(to attract attention)</i>
TOPIC: <i>(the problem you want to talk about)</i>
BODY (COMPLICATION)
IDEA 1: <i>(present the idea with supporting details / examples)</i>
IDEA 2:
IDEA 3:
CONCLUSION (RESOLUTION)
REVIEW: <i>(Refer back to main points. Do not summarise everything.)</i>
CLOSER: <i>(clincher / call to action / challenge)</i>

SAMPLE COMPLETED WRITING FRAME

PREPARATION
TOPIC: Bantu Education denies us the opportunity to fulfil our potential
AUDIENCE: learners of Brakwater
PURPOSE: to motivate the audience to join the school boycott
INTRODUCTION (ORIENTATION)
GREETING: Good evening, fellow learners of Brakwater
OPENER: Comrades, what do you picture when you imagine your future? Do you imagine yourself to be rich and successful? That will never be your future as long as Bantu Education exists
TOPIC: Bantu Education denies us the opportunity to fulfil our potential
BODY (COMPLICATION)
IDEA 1: Apartheid is a prison that we live in. Bantu Education is the worst part of that prison, deliberately denies us the skills to fulfil our potential. The government gives us inferior schools, fewer subjects, fewer resources. They prepare us to be unskilled workers with low-paid jobs.
IDEA 2: We will defeat Bantu Education if we unite. We are powerful together. They cannot stop us if we are unified.
IDEA 3: The most effective way to unite is to boycott school. If all the learners in the country refuse to go to school, the whole system will collapse. International attention will be focused on us, and the government will no longer be able to lie to the world.
CONCLUSION (RESOLUTION)
REVIEW: finally, we must act, not talk (explain what they need to do to join the boycott)
CLOSER:

3. Drafting

INTRODUCE CRITERIA

Explain that learners will now use their writing frames to help them draft their final speech. They must remember the following criteria when drafting their speech:

- 1 This is a speech and must have 120 to 150 words. The word count must appear at the bottom of the speech.
- 2 This is speech by a Comrade from the political action committee as she or he addresses their fellow learners in Brakwater. The tone and language should be appropriate for this audience.
- 3 Use an opener that attracts attention.
- 4 Language, spelling and grammar must be correct.
- 5 The speech must be structured in paragraphs.
- 6 Use techniques you've learned: inclusive language, repetition, persuasive language.
- 7 The conclusion must not be a full summary, but must refer back to the issue.
- 8 Use a closer that leaves the audience thinking.
- 9 Do not copy any of the headings from the writing frame.

INSTRUCTIONS

- 1 Instruct learners to open their exercise books to a clean page. At the top of the page, they must write the date and the heading: 'Longer Transactional Writing: Speech.'
- 2 Instruct learners to take out their completed speech writing frames.
- 3 Explain to learners that in this lesson, they are going to use the information from their writing frames to write a full speech. Instead of writing the information in boxes, they will now structure the writing into paragraphs.
- 4 Instruct learners to read the information in their writing frames and to write a full draft in their books.
- 5 Explain that learners may add in details that were not in the planning frame.
- 6 Remind learners of the criteria (see above).
- 7 Give learners time to write.
- 8 Walk around the classroom to assist struggling learners.
- 9 The draft can be finished as homework.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
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4. Editing

STRATEGY

Peer-editing

INSTRUCTIONS FOR EDITING

(NOTE: If you do not have time to do this activity in class, give learners the checklist and instruct them to self-edit for homework instead.)

- 1 Before the lesson begins, copy the checklist below onto the board (or make copies if you have access to a photocopier machine).
- 2 Explain to the learners that they will use peer-editing to improve their writing.
- 3 Remind learners that peer-editing is reading through and correcting a partner's work.
- 4 Instruct learners to take out their written drafts.
- 5 Instruct learners to copy the peer-editing checklist onto the next page of their exercise books.
- 6 Give learners five minutes to copy the checklist from the board.
- 7 Instruct learners to swap books with a partner.
- 8 Ask learners to begin editing their partner's speech using the editing checklist.
- 9 Walk around the room to assist learners who are struggling with the editing process.
- 10 When the learners are finished, they must hand the draft back to its writer.
- 11 Give learners 2–3 minutes to read the notes their partners have given them.
- 12 Allow 5–10 minutes for learners to explain the suggested corrections to their partners.
- 13 Remind learners to make notes about the changes they must make. They can write new sentences, cross out words or sentences they have written, move words around with arrows and correct their language mistakes on the page. Remind them that it is okay if this draft starts to look very messy, as they will need to rewrite it for the final version.

EDITING CHECKLIST

- 1 Is the speech on topic?
- 2 Does the writer use an opener that catches your attention?
- 3 Does the speech include an introduction of the topic?
- 4 Does the speech develop logically? Does it make sense?
- 5 Is the ending effective?
- 6 Is the language and tone appropriate for the message?
- 7 Do all the sentences start with capital letters and end with appropriate punctuation marks?
- 8 Is the spelling correct?
- 9 Is the piece a minimum of 120 words and a maximum of 150 words?
- 10 Does the speech use repetition and persuasive language?
- 11 What has the writer done well?
- 12 What could be improved?

5. Presenting

PUBLISHING REQUIREMENTS

- 1 Learners must write out their speeches neatly, on lined paper.
- 2 At the top of their page, they must include their name, the date and the word: ‘Speech’.
- 3 Learners must provide a title for their speech.
- 4 At the bottom of the speech they must write the words ‘Word Count’ followed by the number of words in their speech.
- 5 Publishing can be assigned as homework.

PRESENTING STRATEGY

Learners will present their speeches to the whole class in oral form.

PRESENTING INSTRUCTIONS

INTRODUCTION:

- 1 Settle learners so that you have their attention.
- 2 Explain to learners that a written speech is intended to be a live performance and that you will now look at what is important when you are presenting your speech.
- 3 Ask learners: what do you think a good speech presentation should look or sound like?
- 4 Make sure the following points come up in the discussion:
 - a Body Language:
 - the speaker should stand up straight
 - the speaker should make eye contact with (look directly at) the audience
 - the speaker should not make any wild movements (gesticulate)
 - b Articulation:
 - the speaker’s voice should be loud enough (projection)
 - the speaker should not speak too fast or too slowly (pace)
 - the speaker speaks with expression and fluency (speaks with pauses and emphasis)

GROUP WORK:

- 1 Instruct learners to form groups of three.
- 2 Assign each group member a number from one to three.
- 3 Instruct learners to take out their published speeches.
- 4 Tell the groups that Group Member 1 will present their speech to the rest of their group in the way they would usually present a speech, i.e. stand up in front of the audience.
- 5 Explain that the listeners must look carefully at what the speaker is doing while speaking, and listen to how he/she is speaking.
- 6 After the first person has presented the speech, ask the other two group members to give some feedback to the speaker: What did the speaker do well? What could the speaker have done differently/improved on?
- 7 After the feedback has been given, Group Member 2 will present their speech.

- 8 Repeat the feedback process and then repeat the speaking and feedback process with Group Member 3.

PRESENTATION:

If time permits/if you would like to use the speech as a formal oral assessment task, you may use the following activity:

- 1 Explain that learners will present their speeches to the class.
- 2 Discuss the **rubric for assessing prepared speech** (see below after the 'Completed Example') so that learners know the criteria they will be marked on.
- 3 Explain to learners that they may use cue cards (small cards with key words/prompts) to help them with presenting their speeches.
- 4 Give learners time to make cue cards and learn their speeches.
- 5 Ask each learner to present his/her speech.
- 6 Use the rubric for **assessing prepared speech** to award each learner a mark.
- 7 After each speech, applaud the speaker and give a positive comment.

COMPLETED EXAMPLE

SPEECH

TIME TO SHOUT!

Greetings. Comrades, how do you imagine your future? A successful career? A big house full of laughing people? Those dreams will never come true if we continue to wake up in a world which doesn't allow our people any dreams at all.

Bantu Education denies us our dreams. Our classrooms are traps set to catch our minds and souls. We are denied the skills to fulfil our potential. Do you want to become next generation of tired, defeated men and women, waiting helplessly for a miracle that will never come?

I say no! We will defeat Bantu Education if we unite. They cannot stop us if we are unified. But to succeed we must act as one. If we are divided, the Apartheid machine will crush us.

Unite behind Operation Qhumisa. If all the learners in the country refuse to go to school, the whole system will collapse. International attention will be focused on us, and the government will no longer be able to lie to the world.

The time for whispering is past. Tomorrow we start shouting!

Word Count: 178 words

Mark: 28/30

TEACHER FEEDBACK

What a powerful speech! I felt inspired to take action just by reading it. You made excellent use of an attention-grabbing opener. It was full of questions and asked the audience to use their imaginations, which always grips people. Your call to action in the closer was a well-selected quote from the play. I thought your call for unity was also fabulous, as it used inclusive language. A very good piece of work which was clearly edited many times. Well done.

Oral Rubric CAPS Prepared Speaking Name of School: _____ Date of assessment: _____ Name of Learner: _____ Class: _____		Final Mark $\frac{\text{Total} \div 5 =}{100} \frac{20}{20}$						
		Code	Outstanding Code 7 16-20	Meritorious Code 6 14-15	Substantial Code 5 12-13	Adequate Code 4 10-11	Moderate Code 3 8-9	Elementary Code 2 6-7
Planning	20	Outstanding evidence that more than the minimum of two relevant resources have been effectively consulted and acknowledged.	Convincing evidence that more than the minimum of two relevant resources have been consulted and acknowledged.	Very good evidence that a minimum of two relevant resources have been consulted and acknowledged.	Good evidence that a relevant resource has been consulted and acknowledged.	Some evidence that a relevant resource was used.	Limited evidence of use of a resource.	No evidence of resources used.
Content	20	Outstanding choice of topic which is original, relevant and sensitive to the audience. Outstanding Introduction which immediately grasps audience attention, outstanding development of ideas and argument, outstanding conclusion that ends the speech skillfully.	Convincing choice of topic which is largely original, relevant and sensitive to the audience. Convincing introduction which grasps audience attention, convincing development of ideas and argument, convincing conclusion that ends the speech skillfully.	Very good choice of topic which is original and sensitive to the audience. Very good introduction which grasps audience attention, very good development of ideas and argument, very good conclusion that ends the speech skillfully.	Good choice of topic which is original and sensitive to the audience. Good introduction, good audience attention, good development of ideas and argument, good conclusion that ends the speech.	Choice of topic shows some originality and sensitivity to the audience, Some evidence of introduction, audience attention, development of ideas and argument, and some attempt at a conclusion.	Choice of topic shows limited originality and sensitivity to the audience. Limited evidence of introduction, audience attention, development of ideas and argument, and a limited attempt at a conclusion.	Choice of topic shows little or no originality or sensitivity to the audience. Little or no evidence of introduction, audience attention, development of ideas and argument, and no attempt at a conclusion. Speech completely plagiarised.

Code Criteria	Outstanding Code 7 16–20	Meritorious Code 6 14–15	Substantial Code 5 12–13	Adequate Code 4 10–11	Moderate Code 3 8–9	Elementary Code 2 6–7	Not Achieved Code 1 0–5
	20 Critical use of language	Outstanding ability to manipulate language. Outstanding vocabulary.	Convincing ability to manipulate language. Convincing vocabulary.	Very good ability to manipulate language. Very good vocabulary.	Good ability to manipulate language. Good vocabulary.	Some ability to manipulate language. Moderate use of vocabulary.	limited ability to manipulate language. Limited vocabulary.
20 Presentation	Impressive presentation with outstanding style, register, eye contact, facial expression, gestures and body language. Confident delivery with very effective use of cue cards.	A well structured presentation with convincing style, register, eye contact, facial expression, gestures and body language. Cue cards used effectively and with confidence.	A structured presentation with very good style, register, eye contact, facial expression, gestures and body language. Cue cards used effectively.	Adequate presentation with good style, register, eye contact, facial expression, gestures and body language. Some dependency on cue cards, but still good contact.	Moderate presentation with some use of style, register, eye contact, facial expression, gestures and body language. Use of cue cards often distracts from the presentation.	Elementary presentation with limited use of style, register, eye contact, facial expression, gestures and body language. Dependent on cue cards.	Ineffective presentation with little or no style, register, eye contact, facial expression, gestures and body language. No use of cue cards.
20 Use of audio and/or visual aids	Impressive choice and presentation of visual/audio aids	Convincing choice and use of visual/audio aids	Very good choice and use of visual/audio aids	Good choice and use of visual/audio aids	Some use of visual/audio aids but not always appropriate	Limited use of visual/audio aids	Makes no use of visual/audio aids