

**ENGLISH
FIRST**

**ADDITIONAL
LANGUAGE**

Grade 10

**Literature
Module:**

Mhudi

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 10 FAL (2019) are as follows:

GENRE	TITLE	AUTHOR / EDITOR
Novel	Finders Keepers	Rosamund Haden
Novel	Mhudi	Sol Plaatjie
Drama	The African Dustbin	Victor C.D. Mtubani
Poetry	Shuters English First Additional Language, Grade 10 Poetry Anthology	B. Krone
Short Stories	Fabulous: An Anthology of Short Stories	Lucy Z Dlamini

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				
7		EXAM 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, 'Mhudi', by Sol T Plaatjie
- 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, 'Mhudi', by Sol T Plaatjie
- 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



MHUDI

SOL T PLAATJE
1876-1932



Mhudi's narrative in conjunction with Plaatjie's other narratives spread throughout the text, is much more than a story of tribal wars. It is an allegory of the possibility of ethnic and racial unity, and of gender equality.' Phaswane Mpe (1996)

Structure of the novel Mhudi

lesson plans

Reading and viewing

- 1** In Grade 10, there are 14 hours available to teach this novel, 'Mhudi'.
- 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.

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.
 - b** The text is read and discussed. Key references and explanations are included in the lesson plan. Discussion questions and possible answers are also included at key points in the story. Character development is indicated by the characters' names on the tables in the lesson plan.
 - c** This is followed by a concluding discussion. Two discussion questions are posed, and possible answers are provided.
 - d** 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.

Mhudi
Reading

CYCLE 1

Pre-reading

Lesson 1: Reading

1. Setting the context

(NOTE: There are four activities in this lesson. If you do not have enough time to complete all four activities, please choose the two activities that you believe will be most helpful in setting the context of the novel, 'Mhudi', for your learners. Please note that the 'Journal Setup' at the end of the lesson must be completed, as this activity will be used in future lessons).

- 1 Settle learners so that you have their attention.
- 2 Explain that today, the class will be getting ready to begin reading a new text, 'Mhudi'.
- 3 Explain that this lesson is designed to give learners the context (the circumstances and setting) of the novel.
- 4 The novel is set in the 1830s in Southern Africa.
- 5 Explain that today's lesson is aimed at getting the class to think about what Southern Africa was like during the 1830s. Make the class aware that the purpose of doing this is so that it will be easier for learners to understand what life was like for the characters in the book, and help them to relate to the characters' situations.

Activity 1: What was life like in the 1830s?

- 1 Instruct learners to take a few minutes to think about present day South Africa.
- 2 While thinking about present day South Africa, learners should keep in mind aspects such as democracy, equality, transport, technology, health care, education, gender roles and family life.
- 3 Once learners have thought about present day South Africa, ask them to take a few minutes to think about what they think life was like during the 1830s.
- 4 Again, learners should keep in mind aspects such as technology, democracy, equality, transport, health care, education, gender roles and family life.
- 5 Next, ask learners to take out their workbooks and write the heading, 'Communities in the 1830s.'
- 6 Individually, learners must sketch (this must not take more than a few minutes – the drawings do not have to be 'perfect') a picture of what they think communities in Southern Africa in the 1830s looked like. Learners should also write a brief explanation for why they think communities in the 1830s looked like that.
- 7 Write the following questions on the board for learners to keep in mind while they draw their pictures and write their explanations:
 - a Was there electricity in the 1830s?
 - b Was there transport in the 1830s?
 - c What kind of work did the men do?

- d** What kind of work did the women do?
 - e** Were there white people in South Africa in the 1830s?
 - f** Did the white people live harmoniously (peacefully) with black people in South Africa?
- 8** Call learners back together.
- 9** Ask a few learners to show their pictures to the class and read their explanations.
- 10** (NOTE: While learners are showing their pictures/giving explanations, notice whether learners have tried to answer the questions on the board, through their pictures and explanations. You will observe the types of transport learners have put in their drawings, whether they have put electricity in their drawings, you will take note of the power relations between different groups of people and the work that men and women did. It is important for teachers to take note of how learners have drawn the setting of the 1830s, because this will give you an indication of how much learners know about South African history.)
- 11** After learners have shown you their pictures and given their explanations, discuss the questions with learners. Make sure learners understand the following about life in the 1830s:
- a** There was not electricity in the 1830s. Electrical systems were installed in the 1860s in South Africa.
 - b** There were forms of transport in 1830s South Africa, but there was no engine powered transport (like cars, buses, taxis). People usually rode animals as a form of transport, but ox-wagons, and other forms of wheel transport were also used.
 - c** The men were usually 'the head of the household' and the members of the family who went hunting for meat. Certain men were in charge of clans, houses and armies. Young boys and men fought for their tribe's army. Men were in charge of making decisions for families, communities, tribes and kingdoms.
 - d** The woman's role in 1830s South Africa was to take care of her family and home, clean, cook, create different crafts, be a 'good' wife and most importantly bear children. Commonly, women were seen as the inferior, or weaker sex.
 - e** There were already white people in South Africa in the 1830s. The largest populations of white people living in South Africa were from Britain and the Netherlands (the Boers).
 - f** In general, there was not peace between the white people and the people of Southern Africa. The people of South Africa were forced to be slaves for white people, were forced off of their land and, for the most part, were treated as inferior by white people. Many wars over land and power were a result of white people unfairly claiming territory and power. However, in the time period of the novel, 'Mhudi, we will see examples of white people who live in harmony with certain tribes.

Activity 2: South African History Group Reading

- 1** Split learners into groups of four.
- 2** Explain to learners today, they will be reading about the first groups of people who lived in South Africa.
- 3** Hand out the summary, ‘South African History: First groups of people in South Africa’ (see below), to each group.
- 4** The summary must be cut into four pieces. Each learner must have one paragraph from the summary.
- 5** Instruct learners to read their paragraph silently to themselves.
- 6** Then, instruct learners to explain their paragraph to the rest of the group. They must do this in the order in which the paragraphs are numbered.
- 7** Give learners only 10 or 15 minutes to read their summaries and give their explanations to the rest of the group. (NOTE: It is fine if they don’t all finish, as you will summarise the main points in the discussion that follows. The aim here is to get them reading and discussing independently.)
- 8** While learners are working, walk around and assist learners who are struggling with the language or who are struggling to stay on task.
- 9** Call all the learners back together.
- 10** As a class, discuss the following questions:
 - a** Who were the first groups of people to live in South Africa?
 - b** Did the Dutch or British arrive in South Africa first?
 - c** Where did the Bantu people originally come from?
 - d** Is your language part of the Nguni languages or the Sotho-Tswana languages? Or, is your language from neither of these groups?
 - e** Do you think there is one group of people who are entitled (allowed) to the land in South Africa?
- 11** Make sure learners understand the following answers:
 - a** The Khoi and San people were the first groups of people who lived in South Africa.
 - b** The Dutch settlers arrived in South Africa before the British.
 - c** The Bantu people originally came from west and central Africa.
 - d** There are no wrong or right answers to this question. This is a personal question and therefore answers will differ from learner to learner.
 - e** There are no wrong or right answers to this question. Allow learners to give their opinions and engage in debate.

SOUTH AFRICAN HISTORY: FIRST GROUPS OF PEOPLE IN SOUTH AFRICA

1 The Khoi and San People

The Khoi people and San people were the first groups of people to live on South African land. The Khoi and San people lived on South African land long before Bantu people settled in South Africa, and thousands of years before the first white settlers came to South Africa. The Khoi people were pastoralists which meant that they kept herds of animals. When the seasons changed, or there was no more land for animals to graze on, they moved to different land – they did not build permanent houses. The Khoi mainly lived in the western parts of the Cape. The San people were hunter-gatherers, which means that they gathered their plants/fruit/vegetables and hunted their meat. The San people did not keep herds of animals; they hunted for meat when necessary. The San people also lived in the western part of South Africa. The Khoi and San people were given the derogatory (offensive) names 'Hottentot' and 'Bushmen' by white colonialists who settled in South Africa.

2 Bantu People

About 2000 years ago, Bantu people moved into different parts of South Africa. The Bantu people were different groups of people who came from parts of west and central Africa, and spoke Bantu languages. The Nguni people are descendants of the Bantu people who settled and formed different clans, languages, cultures and kingdoms in the eastern parts of South Africa (nowadays Kwa-Zulu Natal and the Eastern Cape). The Nguni people include the isiXhosa, isiZulu and Ndebele tribes. Another group of Bantu people, the Sotho-Tswana people, settled inland in South Africa (nowadays Mpumalanga, Gauteng, Orange Free State). The Sotho-Tswana groups speak Sotho and Setswana.

3 The Dutch and British

The Dutch were the first Europeans to create a permanent settlement in South Africa, and they ruled the Cape Colony (what is now called the Western Cape, Eastern Cape and Northern Cape) from 1652 until about 1805. In 1805 this colony was taken over by Britain. In 1843, the Natal Colony (the area that is now called Kwa-Zulu Natal) was also taken over by the British.

4 Afrikaaners

By the time the British arrived in the Cape, there were many white people who had been living here for generations. They no longer considered themselves Dutch. They called themselves Afrikaaners. These Afrikaaners did not want to live under British rule, so many of them left and moved inwards into South Africa. These Afrikaaners were known as the Voortrekkers. They moved away, and set up their own countries. The two biggest were called the South African Republic (in what is now called Gauteng) and the Orange Free State (in what is now called the Free State).

Activity 3: The Matabele and the Voortrekkers

- 1 Before class begins write the following questions on the board:

DISCUSSION QUESTIONS:

- a Discuss the reasons why the Matabele left Zululand and why the Voortrekkers left the Cape Colony. Are there similarities in the reasons?
 - b Do you think that the Matabele kept the women and children on the opposite side safe when they went into battle? Discuss reasons for your answer.
 - c Do you think that the Voortrekkers kept the women and children on the opposite side safe when they went into battle? Discuss reasons for your answer.
 - d Do you think that when we read, 'Mhudi', the Voortrekkers and the Matabele will meet? Discuss reasons for your answer.
 - e If the Matabele and the Voortrekkers meet, and go into battle, who do you believe will have an advantage? Why?
 - f One of the reasons why the Voortrekkers wanted to leave British rule, was because the British abolished (ended) slave trade and set up councils to make sure slaves' living conditions were suitable. The Voortrekkers did not want to end the slave trade, and did not care about the way slaves were treated. The Voortrekkers were very proud of their language (Afrikaans) and their heritage. Do you believe there is a connection between that time in history and in later years, at the start of Apartheid?
- 2 Explain to learners that while reading 'Mhudi', they will hear much about the Matabele people and the Voortrekkers.
 - 3 Tell learners that today, they are going to listen to two texts. One about the Matabele and the other about the Voortrekkers.
 - 4 Learners must pay attention, as they will be answer the discussion questions above about the texts they have heard.
 - 5 Read the questions out loud to learners.
 - 6 Read the following text slowly and audibly:

The Matabele played an important role in Southern African history. The Matabele kingdom was formed by King Mzilikazi, who was born in Zululand. While he lived in Zululand, Mzilikazi became the head of the northern Khumalo clan, and promised loyalty to King Shaka – who ruled the Zulu kingdom. Shaka was a powerful leader, with a strong army and a large number of supporters. He conquered (took) large amounts of land and power in South Africa. During his time as king, he brought together more than 100 chiefdoms in the Zulu kingdom. Mzilikazi no longer wanted to live under Shaka's rule. He wanted to become a powerful king who ruled his own people and land. Mzilikazi and his followers began to move inland. On their journey, they

gathered many Ndebele followers. The Ndebele people were known as the 'maThabele' and that is how all the people who followed Mzilikazi got their name, Matabele. The Matabele massacred (killed huge amounts of people) while taking land as their own. The Matabele even killed women and children. Whole clans were very violently killed because of Mzilikazi's desire for power. In 'Mhudi' we will find out how the Matabele come to know the Barolong community, and the main characters of the story.

- 7** Next, read the following text slowly and audibly:

The Voortrekkers were a group of Dutch speaking colonists who lived in the eastern parts of the Cape Colony. The Voortrekkers wanted to break free from British rule (the British were in charge of the Cape Colony). They were unhappy that they were being ruled by the 'liberal' British, who wanted to ban the slave trade and the mistreatment of slaves. The Voortrekkers wanted to be their own rulers, and own their own land. The Voortrekkers travelled by oxen, which pulled wagons carrying their household furniture, food and clothing. They travelled into the interior (inland) of South Africa, looking for land that they could make their own. This inland movement was known as The Great Trek. The Voortrekkers conquered land in violent battles, where they killed soldiers, women and children. Women and children were instructed to help the men reload their guns during battle. In the Transvaal (now known as Gauteng), the Voortrekkers violently raided land belonging to different clans and they captured children to use as slaves. The children who were captured were even used as a form of trade (the Voortrekkers traded the children for other resources). The Voortrekkers were very proud of their 'accomplishments,' proud of their heritage and proud of their language (Afrikaans). The Voortrekkers said that they were peaceful people, who took land as their own without any violence. However, The Great Trek, and the way the Voortrekkers claimed land, was far from peaceful. In the novel, 'Mhudi,' we will see that not all Voortrekkers had the same attitude. There are cases where individuals wanted to live in peace with certain tribes. However, we still see that, as a whole, the Voortrekkers still saw themselves to be superior to black people. In 'Mhudi,' we will learn how a group of Voortrekkers come to meet the Barolong, and the main characters of the story.

- 8** Reread both texts to the class if necessary.
- 9** Split the class into groups of four learners.
- 10** Instruct groups to discuss the list of questions they have been given.
- 11** After 5–10 minutes call learners back together.
- 12** Call on different groups to share their answers to each of the questions. There are no right or wrong answers: let learners engage freely in the discussion. It is good for learners to engage in debate and share their opinions. (NOTE: this discussion should not take longer than ten minutes, so not all groups will be able to share their answers to each question.)
- 13** You may use the answers below to guide discussion:

Possible answers to questions:

- a** The Matabele left Zululand and the Voortrekkers left the Cape Colony, because both groups of people wanted independent rule. Both groups wanted their 'own' land and people to conquer and rule.
- b** No, the women and children were not kept safe from the Matabele. The Matabele killed woman and children while they were claiming land. The Matabele killed entire clans (including women and children) who did not belong to the Matabele.
- c** No, women and children were not kept safe from the Voortrekkers. The Voortrekkers murdered women and children from different tribes as they claimed territory as their own. The Voortrekkers captured children as slaves.
- d** Yes, it is possible that the Matabele and the Voortrekkers will meet in the novel 'Mhudi'. Both groups want to claim land in the interior of South Africa, and therefore, they may clash over land and power.
- e** If the Voortrekkers and the Matabele meet in battle, the Voortrekkers will have an advantage because they have guns and gun powder.
- f** The connection is that The Great Trek, and the Voortrekkers' pride was the beginning of Afrikaner Nationalism (the belief that Afrikaaners were superior to everybody else). Afrikaner nationalists later formed the National Party – the party who thought up and enforced Apartheid. The fact that the Voortrekkers did not want to stop the slave trade, and did not care for the well-being of slaves, shows us their attitude towards black people. They did not care for black people as human beings, and they did not see black people as equal. This attitude continued, and became worse, as the National Party began to enforce Apartheid.

Activity 4: The Role of Women in the Barolong Tribe in the 1830s

- 1** Explain that for this activity, we will be focusing specifically on what the role of women was in the Barolong tribe. However, the role of the women in the Barolong tribe, was similar to the role of women in the other tribes too.
- 2** Explain that the Barolong tribe is one of the main tribes we will learn about while we read 'Mhudi'. The Barolong tribe was part of the Bechuana tribes who spoke Setswana.
- 3** Divide the class into groups of six. Make sure there are boys and girls in each group.
- 4** Give each group one copy of the summary on page 24 ('The Role of Women in the Barolong Tribe in the 1830s').
- 5** Instruct one learner from each group to read the passage to the rest of the group.
- 6** While the learners are reading, write the following questions on the board:
 - a** Do you think that the women in the Barolong tribe enjoyed doing their duties? Why or why not?
 - b** Do you think that it was right for people to feel sorry for women who did not find husbands? Why or why not?

- c** Do you think that women were really timid and weak? Give a reason for your answer.
- d** Do you think that the author of 'Mhudi' was a man or a woman? Explain your answer.
- 7** Once the groups have completed reading the summary, instruct them to hold a group discussion on the questions you have written on the board.
- 8** Learners should engage in debate. Learners do not have to agree on their answers, but should feel safe to give their opinions and reasons.
- 9** Now write the following question on the board:
- e** Think about 3 ways in which life is different for women in South Africa today, compared to how it was for women in the 1830s.
- 10** For this question, instruct one learner from each group to write down the group's answer. For this question, members of the group should all agree on the answer.
- 11** After 5–10 minutes, call learners back together.
- 12** Call one learner from each group to read out their answer to the last question (e). As learners read, make a list of points on the board. Do not write down any answers that are the same as other group's answers.

Possible answers for Question (e):

- Women have the right to choose what they want to do with their lives
- Women have the right to an education
- Women can give their opinions and make important decisions
- Women can stand up for themselves – they do not have to obey men
- Women do not have to get married if they don't want to
- Women do not have to have children if they do not want to
- Women don't only have the option of marrying a man, they can also marry women if they wish
- Women are equal to men
- Women can be the leaders of businesses, provinces and countries.

- 13** Once each group has read out their answers, ask the class the following question:
- f** This novel was set in the 1830s. It has been almost 200 hundred years since the time the book was set. Do you think enough has happened in those 200 years for women's equality?
- Follow up questions if necessary:
- Are men and women treated the same in the workplace?
 - Are men and women treated the same in the home?
 - Are women free from playing certain roles such as mother, wife, homemaker, sex symbol etc.?
 - Are women free to walk the streets without being harassed or assaulted by men?
 - Are women still judged on their appearance before they are judged on anything else?

- 14** Allow for learners to share their opinions on these questions. The point of this last question is to make learners realise that women and girls are still not treated equally to boys and men, and that a lot of progress still has to be made in terms of women's rights.

The Role of Women in the Barolong Tribe in the 1830s

(as per in the novel, 'Mhudi')

- Clear the cornfields of weeds
- Clear all bad crops and to make sure only the best ones were left
- Cut the grass
- Decorate the home and make it look nice
- Cook and clean
- Make baskets and paint murals (patterns) on the home
- Raise children
- Help make sure their daughters were 'good enough' to find husbands (According to the author, people felt very sorry for women who did not find husbands quickly)
- Wives were to fulfil their duties excellently
- The author claims that women were happy to do their duties and did them with pride
- Women were seen as timid (shy and weak) and as the inferior gender
- All important decisions were made by the men

Journal questions

- 1** Tell learners to take out their journals.
- 2** Instruct learners to open their journals to the next blank page.
- 3** Instruct learners to make a title page for the text. This should include the **TITLE** of the text, 'Mhudi' and the **AUTHOR** of the text, 'Sol T Plaatjie'.
- 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.
 - 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?

- 7 Give learners 10 MINUTES to answer these questions.

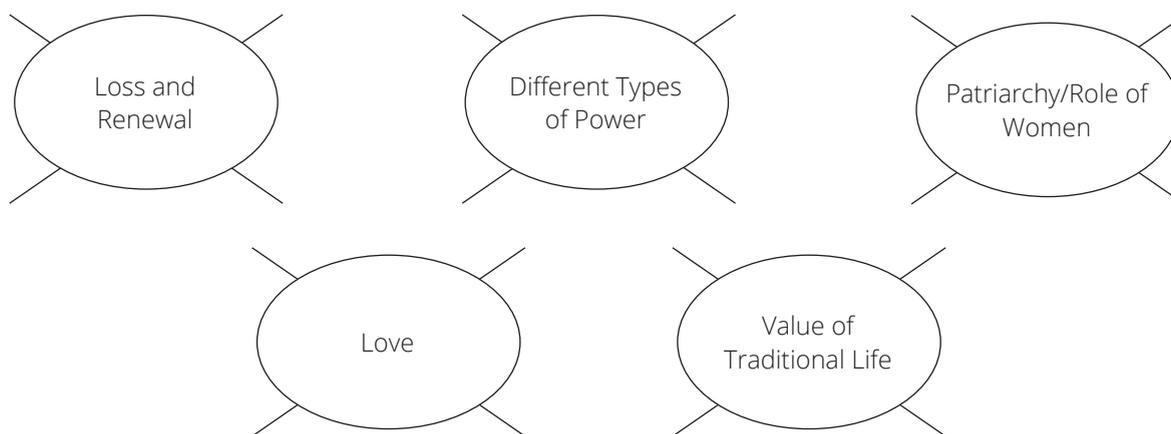
Discussion

- 1 Explain that learners will now DISCUSS the answers to these questions.
- 2 If you have time and space, use the 'concentric circles' method of discussion, explained below. If there is not enough space in your classroom to do this, take the learners outside somewhere on the school grounds. This will make the lesson even more exciting.
- 3 Put the learners into two circles. One circle is inside the other. Call them the inner and outer circles. The learners in the inner circle must face outwards, and the learners in the outer circle must face inwards. Therefore, the two circles will be facing each other.
- 4 Check that there are equal numbers of learners in each circle, and that each learner has a 'partner' in the other circle. This means that each learner in the inner circle is standing in front of one learner in the outer circle.
- 5 Tell the learners that when you ask the first question, all the learners in the inner circle must share their answer to the question with their partner from the outer circle. Once they are finished, the learner from the outer circle must share their answer with their partner from the inner circle. All the pairs will be talking at the same time.
- 6 Ask the question, 'What did you find most interesting about the CONTEXT for this story?'
- 7 Give the learners 5 minutes to talk with the partner across from them. Walk around the circle while they talk. If you see any pairs that are struggling to talk, stop and help them.
- 8 After both partners have had an opportunity to answer the question, get everyone's attention again. Tell the inner circle to rotate clockwise to find a new partner. This means that each person in the inner circle will move one space to the right, so they will be standing in front of a new partner. The people in the outer circle must stay where they are.
- 9 Tell them that for the second question, the partners in the outer circle can answer first. Once they are finished, their partners in the inner circle can take a turn.
- 10 Now ask the question, 'What are you excited to learn more about as we read this story?'
- 11 Again, give learners 5 minutes to talk. Walk around and help pairs that are stuck.

Lesson 2: 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 Put up the images from the resource pack on 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 Pages.
- 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 It is always important to think about the themes in the story, and think about how the themes relate to your own life experiences or how the themes relate to what is going on in the world.
- 5 Explain that learners will work in their small groups today.

- 6 Explain that each group will read about and discuss the themes we will see in the text that we are preparing to read.
- 7 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.
- 8 Settle the learners into their small groups.

Group Work

(NOTE: This activity could take a long time to complete. Adapt it as you see fit, depending on how quickly your learners can work and how much time you have.)

- 1 Give each group a full set of **Group Theme Pages**. For this novel, there are 7 themes, but we will only use 5 of them in the group activity, in order to save time.
- 2 Instruct each group to begin with Theme One: Loss and Renewal.
- 3 Give learners 5–10 minutes to read about and discuss this theme.
- 4 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. 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

(NOTE: This activity could take a long time to complete. Adapt it as you see fit, depending on how much time you have.)

- 1 Call the class back together.
- 2 Settle learners so that you have their attention.
- 3 Note that for ALL these discussion questions, there are no right or wrong answers to this question. The point is to get learners thinking about these complicated issues so that when they confront the themes in the novel, they have some opinions about them.
- 4 Read the name of **Theme One: Loss and Renewal**.
- 5 Remind learners that when we suffer a loss, it means that we lose something very important to us. When we suffer a loss, we may have feelings of extreme sadness, loneliness and grief.

Sometimes in life, after we suffer from loss, new things are brought into our lives which bring us happiness and joy. The feelings of happiness and joy are greater than the feelings of sadness, so we stop feeling too sad. The feelings of sadness have been renewed with feelings of happiness. For example, if you lose a parent, you may feel extremely sad for a long time. One day you might have your own baby, and that baby might bring you extreme happiness. The sadness you feel about your parent will not be as strong as the happiness you feel about your new baby.

- 6 Read the MIND MAP for this theme.
- 7 Ask learners: 'Have you ever suffered a great loss? How did it feel?'
- 8 Read the name of **Theme Two: Love**.

- 9 Remind learners that to love someone or something, is to care for that person or thing very much. When you love someone/something, you cannot imagine your life without that person or thing. Everybody is different, and everybody shows love in different ways. Different people love different things.
- 10 Read the MIND MAP for this theme.
- 11 Ask learners: Have you ever counted on somebody that you love to help you through a difficult time?
- 12 Read the name of **Theme Three: Value of Traditional Life.**
- 13 Remind learners that when you value something, it means that thing is very important to you. A tradition is a belief/way of doing something that is passed down from generation to generation. To value traditional life, means that you find traditions from your family or culture very important. In this novel, the author wanted to show the positive and beautiful parts of tribal life.
- 14 Read the MIND MAP for this theme.
- 15 Ask learners: Can you think of something from the traditional way of life in your culture that might be problematic (cause problems)?
- 16 Read the name of **Theme Four: Different Types of Power.**
- 17 Remind learners that to have power, means that you are able to influence (or make) people to do things that you want them to do. There are many different types of power in society. Individuals can have power, such as elected officials and chiefs. Some people with power influence people to do good things. Other people with power influence (or make) people do bad things. Some people with power take advantage of people that do not have as much power as they do.

It is usually dangerous when one person has too much power. There are also power systems in our society, like patriarchy (the system that gives men power over women) and racism (the system which gives one race power over another race). We must question and be critical of who has power in our society.

- 18 Read the MIND MAP for this theme.
- 19 Ask learners: Why do you think that with power comes great responsibility?
- 20 Read the name of **Theme Five: Patriarchy/Role of Women.**
- 21 Explain that patriarchy is the system of giving men more power than women. In patriarchal societies, men have more power, more freedom and more opportunities than women. Most societies have been set up this way. Things have changed a lot in the last 100 years, but men still have more power than women almost everywhere in the world.
- 22 Read the MIND MAP for this theme.
- 23 Ask learners: Do you think it is okay if a woman chooses not to have children or get married? Why or why not?
- 24 There are two themes that have not been included here, in order to save time, but they are still very important. Explain this to learners, and briefly introduce each one, explaining what it means.
 - **Theme Six: Prophecy**

Prophecy is when somebody can see what is going to happen in the future, or thinks they know what will happen in the future.

- **Theme Seven: Friendship despite Difference**

In the world, there are people from many different races, cultures, religions, sexual orientations (gay, straight, transgender) and ages. There are also many people who have different incomes (they earn different amounts of money), different interests and different jobs. Even though people are different from one another, they can still be friends.

For example, a straight man can be friends with a gay man. A black man can be friends with a white woman. An old person can be friends with a young person.

THEME 1:	LOSS AND RENEWAL
EXPLANATION OF THEME:	<p>Loss means to lose something important to you. Often, the term 'loss' is used when somebody has died. For example, my family lost my grandfather. That means that my grandfather died. My family suffered the 'loss' of my grandfather.</p> <p>Loss does not always refer to death. It can refer to the loss of something important to you. For example, your relationship can come to an end – and you suffer from a feeling of loss, because your partner is no longer in your life.</p> <p>Renewal is when you get something new, to replace something old, or something that has been lost.</p> <p>When we suffer from loss in life, sometimes we will be given new things that bring us happiness and joy. The feelings of sadness can be replaced with other feelings. The sadness does not completely go away, but when you are happy, you do not think about those feelings of sadness as much, or the feelings of happiness are stronger than the feelings of sadness.</p> <p>For example, if your relationship comes to an end, you are left feeling very sad, because you have suffered a loss. However, maybe one day, a new person will come into your life who will bring you even more love, joy and happiness. This will be a form of renewal, because your feelings of sadness have now been replaced with feelings of happiness and love.</p> <p>If somebody in your family dies, you suffer an extreme loss. You are very sad and have a lot of grief. Maybe one day you will have a child, and that child will bring you so much happiness and love. Your feelings of sadness will be renewed with feelings of love and happiness. The sadness will not completely go away, but the feelings of love and happiness, will be stronger than the feelings of sadness.</p>
DISCUSSION QUESTION/S:	<ul style="list-style-type: none"> • Have you ever suffered a loss? • How did you feel after suffering a loss?
THEME 2:	LOVE
EXPLANATION OF THEME:	<p>To love is to care for someone or something very, very much. There are different kinds of love that a person can feel.</p> <p>For example, I love my family and friends, but that type of love is different to the romantic love I feel for my partner. The people I love are the people who I can count on to get me through hard times. The people I love can count on me to get them through hard times.</p>

THEME 2:	LOVE (continued)
	<p>I also love my animals, but I do not love them as much as I love the people in my life. However, some people might love their animals more than they love the people in their lives. Everybody is different.</p> <p>I love doing different activities. I love to paint and I love to read. I love swimming and going to the beach. However, I do not love these things as much as I love my friends and my family. They are not as important as the love that I feel for the people in my life.</p> <p>Other people might love things and money more than anything.</p> <p>Some people might love having power. Many people love having power, and would never give that power away. For example, throughout history, we have seen different leaders and groups of people who have done anything to keep their power.</p> <p>When you love someone/something very much, you find it difficult to think about your life without that person/thing.</p>
DISCUSSION QUESTION/S:	<ul style="list-style-type: none"> • What or who do you love most in the world? • How do you feel when you think about not having that person or thing in your life? • Have you ever lost somebody that you loved very much? • Have you ever counted on somebody that you love to help get you through a difficult time?
THEME 3:	VALUE OF TRADITIONAL LIFE
EXPLANATION OF THEME:	<p>When you value something, it means that thing is very important to you.</p> <p>A tradition is a belief/way of doing something that is passed down from generation to generation.</p> <p>To value traditional life, means that you feel strongly that those traditions from your family or culture are very important.</p> <p>Some of these traditions may be from many years ago, but you still believe in them, and you still find them important. In fact, the fact that they have been passed down for hundreds of years might make them even more important to you. For example, your culture may believe that it is important to praise the spirits. People from other cultures may not find this important. Every culture has traditions that are important to them.</p> <p>Sometimes, people from the Western world, believe that African traditions are not something to be valued. Western ideas try to take away value from the traditional way of life. People from the west, often want other cultures and traditions to think the same as they do – they want to try and change traditional values to be more like theirs.</p> <p>It is important to note, that some traditional ways of life, can be problematic (cause problems), and it is therefore important to question/criticise the ways that some things are done. Examples of problematic things could include the way women are treated, unfair attitudes towards gay/lesbian people, and believing that you are better than people from other cultures/tribes/race. We need to remember that just because something has been done for a long time doesn't always mean it is right.</p>

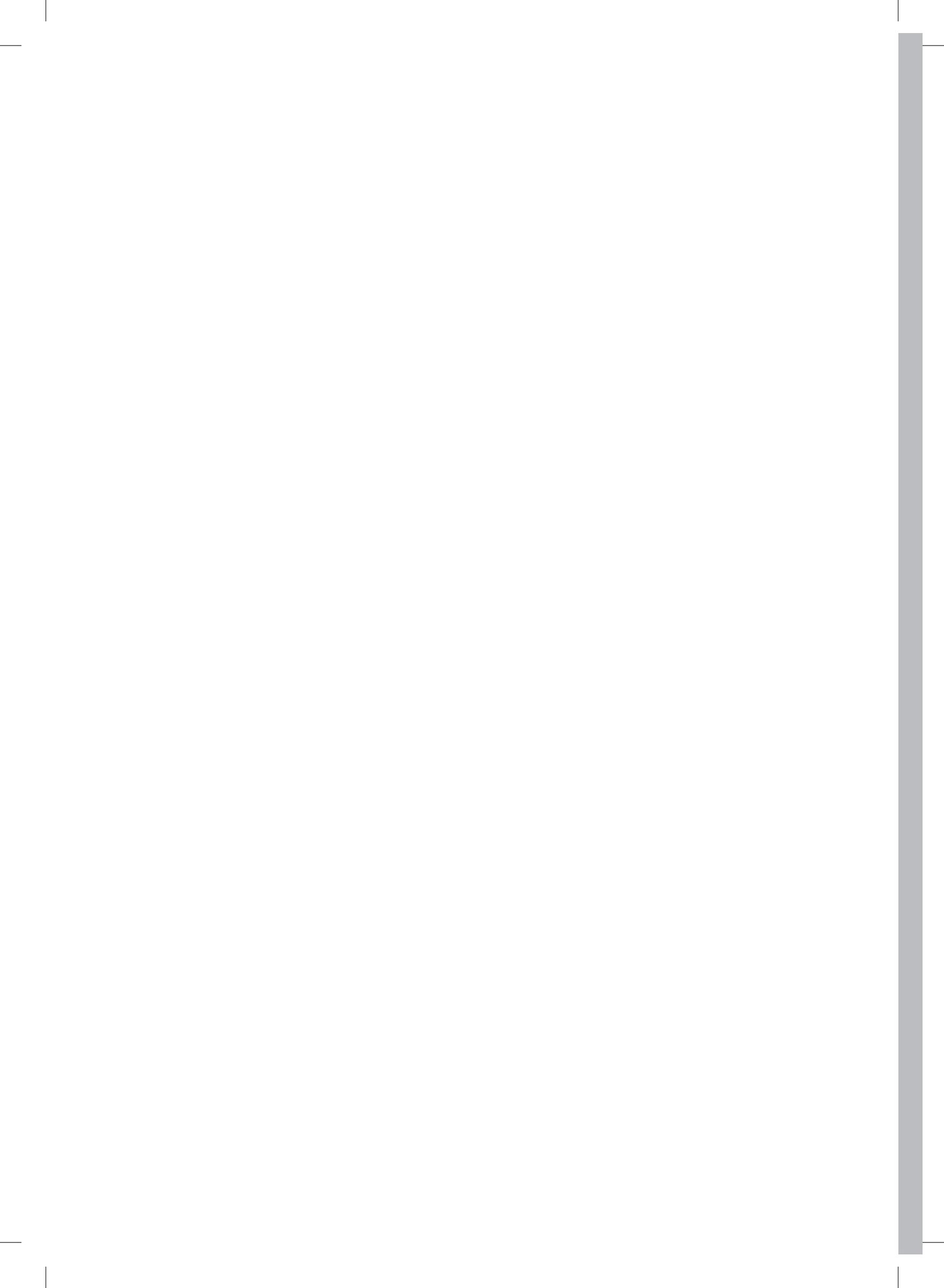
THEME 3:	VALUE OF TRADITIONAL LIFE (continued)
DISCUSSION QUESTION/S:	<ul style="list-style-type: none"> • Can you think of one cultural tradition that has been passed down within your family? • Is there a tradition from your family/culture that you love and want to pass down to future generations? • Can you think of something from the traditional way of life in your culture that might be problematic (cause problems)?
THEME 4:	DIFFERENT TYPES OF POWER
EXPLANATION OF THEME:	<p>To have power means that you are able to influence (or make) people to do things that you want them to do. There are different ways to gain power in society. One way to have power is to treat others kindly and with respect. When people respect you, they want to listen to you. You have power to influence their thoughts and actions because they care about you and want to please you. On the other hand, power can also be gained through fear. If people fear you, they will do what you say because they are scared of what might happen if they do not listen. In this situation, though, people might start to hate you.</p> <p>They could work to overthrow (take away) your power.</p> <p>The leaders of countries, royal families and chiefs have power because they are in charge of many people, in charge of making rules, and are in charge of a lot of money. These leaders have the power to influence many people and decisions. Some leaders use their power to help people and do good things. Other leaders use their power to do bad or cruel things. Some leaders try to take control of all the power, and take advantage of people that do not have as much power as they do. There are many different types of power and power relations in the world.</p> <p>People who have received certain advantages in life (money, education, university education etc.) have power in society. They have more opportunities than people who did not receive these advantages. These advantages put them ahead in life. They are able to get better jobs, and thus better able to provide for their children.</p> <p>Certain groups of people have been given power through systems and societies which have favoured them and given them advantages. This is true in the power relations between men and women. Throughout history, men have unfairly been seen as superior to women. The power relations between men and women will be discussed further in a different theme.</p> <p>Another such power system is white supremacy. In South Africa, and all over the world, 'people of colour' (people who are not white) have been oppressed by white people. White people discriminated against people of colour (especially black people) from the time they arrived in the Cape in 1652. People of colour were oppressed first by the Dutch, then by the British and then by white South Africans.</p> <p>People of colour were oppressed in many ways. During Apartheid, laws were put in place to give white people power and advantages. People of colour had their land stolen and their rights taken away. Because of these past injustices, white people in South Africa still have many more opportunities than many people of colour.</p> <p>We must question power in our society. We must be critical about who has power and why they have it.</p>
DISCUSSION QUESTION/S:	<ul style="list-style-type: none"> • Can you think of an example of a person, or group of people who took advantage of their power? • Do you believe that the leaders of countries should hold all the power? Do you believe that people should listen to whatever the leaders say?

THEME 5:	PATRIARCHY/ROLE OF WOMEN
EXPLANATION OF THEME:	<p>'Patriarchy' is the system in society which gives men more power, opportunities and freedom than women have. Men have created most of the social and power structures in the world. Patriarchy exists in most places in the world. It is not as strong as it used to be, because women have been fighting very hard to be treated as equals. There are also many men who have broken the tradition of patriarchy. They support the independence and freedom of women. For example, in the past women were not allowed to work, have bank accounts, choose who they married or even vote. Now, women can do all those things in many countries.</p> <p>However, we still see that men have more power in almost every country in the world. Some traditions and religions still teach that women are supposed to be mothers and wives only. These traditions and religions teach that women should not have jobs away from the home. Some people believe that women are inferior to men and must take orders from them. Even in many progressive societies, women are not supposed to have strong opinions, and are criticised for being too outspoken.</p> <p>In societies where women have gained more legal rights, they still face unequal treatment and discrimination. There are more men in government, more men who own businesses and more men who are rich in every country in the world.</p> <p>Another important way in which men have more freedom than women is when it comes to sex. Women are judged more harshly for having sex before marriage than men are. In some cultures, they are even judged for talking to men they are not married to. When it comes to sex and relationships, there is one set of expectations for men, and a harsher set of expectations for women. This is called a double standard.</p>
DISCUSSION QUESTION/S:	<ul style="list-style-type: none"> • Do you think that girls and boys should be treated as equals? Why or why not? • Have you ever been treated differently from someone else because of your sex? How did it feel? • Have you ever treated a girl or a woman differently from the way you would have treated her if she were a boy or a man? Why? How do you think this made her feel? • Are there any traditions in your culture that place men or boys at a higher level than women or girls? Do you think these are right or wrong? Why or why not?

The following themes will NOT be given to learners, as there is not enough time in the lesson to analyse all 7 themes. They are here for your reference, so that you can summarise and explain them at the end of the lesson

THEME 6:	PROPHECY
EXPLANATION OF THEME:	<p>Prophecy is when somebody can see what is going to happen in the future, or thinks they know what will happen in the future.</p> <p>Prophecies are usually made by religious people or people who believe that they can speak to spirits, or by people who believe they can see into the future. For example, a Sangoma is able to speak to spirits, and ask the spirits what will happen in the future.</p> <p>Sometimes prophecies are made when a person has a 'feeling' about something. A person can feel in their body that something is not right, or they can feel that something is right. People can use these feelings to make predictions about</p>

THEME 6:	PROPHECY (continued)
	the good or bad things that will happen in the future. For example, if you meet a person and get a bad feeling about them, you may predict that they will do something bad in the future.
DISCUSSION QUESTION/S:	<ul style="list-style-type: none"> • Do you believe that people can predict what is going to happen in the future? • Have you ever had a bad feeling about something and then something bad happened?
THEME 7:	FRIENDSHIP DESPITE DIFFERENCE
EXPLANATION OF THEME:	<p>In the world, there are people from many different races, cultures, religions, sexual orientations (gay, straight, transgender) and ages. There are also many people who have different incomes (they earn different amounts of money), have different interests and different jobs.</p> <p>Even though people are different from one another, they can still be friends.</p> <p>For example, a straight man can be friends with a gay man. A black man can be friends with a white woman. An old person can be friends with a young person.</p> <p>It is important to remember that there is no one 'normal' type of person. Everybody is different, and we must accept these differences and embrace (love) them. People must be proud of who they are, and love what makes them different from the next person. If you are friends with someone who is different from you, you must not pretend these differences don't exist. You must love what is different about that person, as well as love what is different about you.</p>
DISCUSSION QUESTION/S:	<ul style="list-style-type: none"> • Do you believe people who are different can be friends? • Do you believe that homosexual (gay) people can be friends with heterosexual (straight) people? Why or why not?



Mhudi
Reading

CYCLE 2

Reading

Lesson 3: Reading

Preparing for this lesson

- For this lesson, you will read Chapters 1–3, pages 1 to 20.
- Practice 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 took place:

CHAPTER 1:

We are introduced to the setting of the text: The Transvaal (nowadays Gauteng, North West, Mpumalanga and Limpopo) and the Kalahari Desert. We meet two of the main tribes in the story: The Barolong (part of the Bechuana tribe) and the Matabele. We meet our main antagonist (the villain), King Mzilikazi. Mzilikazi lives in Zululand but decides to lead the Matabele people away from King Shaka's rule in Natal, so that the Matabele could be the rulers of their own kingdom. As the Matabele move inland, they kill many people for land and power. We learn that the Matabele force people who are living on Matabele-claimed land to pay taxes. The tax money goes straight to the Matabele and to King Mzilikazi. In chapter 1, the Matabele raid Kunana (the capital of the Barolong tribe) and massacre (violently kill) everybody in sight. Another main character in the story, Ra-Thaga, who is part of the Barolong people, flees (runs away) from Kunana in search of safety. His whole family was killed in the massacre and he will never see them again. He travels for two months without seeing another person.

CHAPTER 2:

After months of not seeing another human being, Ra-Thaga meets our protagonist (main character), Mhudi. Mhudi is running away from a lion that she encountered. Ra-Thaga helps her to chase the lion away. Mhudi and Ra-Thaga share a meal together. They begin to form a bond. Ra-Thaga tells Mhudi the story of how he lost his family in Kunana.

CHAPTER 3:

Mhudi tells her story of how her family was massacred by the Matabele in Kunana. She explains how she managed to escape. Mhudi tells us of her experience living alone in nature, without the company of another person, or anybody to protect her from wild animals. Mhudi tells Ra-Thaga about a dream she had – where she was attacked by a lion, but a brave man, who spoke her language saved her.

In this section, the following themes develop as follows:

THEME:

Patriarchy/Role of Women

DEVELOPMENT:

The narrator describes the role of women in the Bechuana tribes. This means that in this society, men have given women certain roles that they must fulfill. This is problematic because it does not give women room to choose the role she would like to play in society. We see that men have power to make decisions. This type of power is called patriarchy. The system of patriarchy controls and prescribes the ‘acceptable’ ways in which women and men must live their lives. In this section, the narrator explains that the man’s job was easy, as there was always enough meat for men to hunt. The narrator says the woman’s job was never done, as she had to cook, clean, work in the fields, decorate the houses, have children, be a ‘good’ wife, etc. The narrator explains that people felt sorry for young girls who were not yet married. The narrator also says that women were happy to do their designated (assigned) jobs.

We learn that Ra-Thaga believes women to be weak and timid, but Mhudi slowly teaches him that this is not true. Mhudi is a smart and opinionated woman, but still fulfills her role as a woman as she prepares herself and Ra-Thaga a meal.

THEME:

Loss and Renewal

DEVELOPMENT:

The first incident of loss in ‘Mhudi’ is when the Barolong kill two of the Matabele’s tax collectors. The Matabele suffer a loss and therefore think they will get renewal by getting revenge on the Barolong. The second example of loss that we encounter is the massacre of the Barolong people. The survivors of the massacre suffer extreme loss, as their family, friends and homes are taken away from them. A sense of renewal is established when Mhudi meets Ra-Thaga, and she begins to feel a sense of hope and joy. Mhudi also makes reference to loss and renewal when she speaks of the terror she feels at night, but when morning comes, that terror starts to go away. The daylight brings a sense of renewal. This terror Mhudi feels is not because she is afraid of the dark, or of the night, it is because she

has suffered extreme loss and terror in her life. There could be many reasons why the dark reminds Mhudi of her loss.

THEME:

Prophecy

DEVELOPMENT:

We are introduced to the theme of prophecy early on in the story. The two men who were sent to collect tax on behalf of Mzilikazi were murdered by the Barolong chief. The chief was tired of the Matabele tax collectors taking advantage of the women and children in his tribe, and he was tired of the Matabele using their power over everybody in the surrounding lands. Before the two Matabele tax collectors are murdered, they tell the chief that the Barolong people will pay.

This is a prophecy. The Barolong are murdered by the Matabele in revenge. Another example of prophecy in this section is Mhudi's dream about the lion and her male saviour. She dreams that she is attacked by a lion and that a male comes to save her. The dream comes true, because Mhudi is attacked by a lion, and Ra-Thaga helps her to chase the lion away. Mhudi believes that Ra-Thaga is her hero.

THEME:

Different Types of Power

DEVELOPMENT:

Different types of power are introduced to the reader in the first chapter. The Matabele show their power through conquering land as their own, and making people who live on it, pay tax. The Matabele prove their power when they massacre the Barolong people in Kunana. The Matabele believe that being feared, and killing people who disobey orders, is the way to show power. Mzilikazi is hungry for power and will do anything to show he is the most powerful leader, including killing innocent people.

In the first three chapters, power roles are shown through the relationship between men and women. Women are seen as weak, while the men are the strong leaders who make the decisions. Men have power, and believe that they are better suited to be leaders. In addition, the women in the Matabele tribe do not have any say on whether they believe the Matabele should massacre the Barolong tribe in Kunana. Finally, Ra-Thaga himself shows that he believes women to be weak. He is surprised when Mhudi helps him to chase the lion away. He did not believe that a woman could be so brave and fearless.

THEME:

The Value of Traditional Life

DEVELOPMENT:

In the first 3 chapters, we learn that the Bechuana people value the simplicity of life. They value their traditions and cultures, and do not wish to learn about different traditions. The Bechuana do not value material goods. We also learn that ancestors are very important in Bechuana culture. The Bechuana believe it is their ancestors who guide them and help them through difficult times. An example of this is when Ra-Thaga meets Mhudi. He believes it is their ancestors who brought them together.

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

1 Structure:

- a** Each chapter of the novel has a title. This title gives us a clue about what is to be expected in the chapter. The title of the chapter also summarises the main idea of the chapter. For example, chapter 1 is titled 'A Tragedy and its Vendetta.' This implies that something tragic will happen, and the people who are affected by this tragedy will seek revenge.
- b** The first chapter of the novel introduces the reader to the setting, the main tribes and a few of the main characters in the story. This is known as the 'exposition'.
- c** The 'rising action' begins in chapter two of the novel, when Mhudi and Ra-Thaga meet. The rising-action is the part of the story where the plot develops and tension builds.

2 Narration:

- a** In the first two chapters, the narration is in the third person. This allows the reader to see things from different perspectives (from all people in the story).
- b** In the second chapter, however, the narration changes to first person narration. We learn more about Mhudi because the whole chapter is from her perspective.

3 Style: Sol Plaatjie wrote 'Mhudi' in a formal style. This style of writing was typical of the time in which the novel was written. Words such as 'perfunctory' and 'portending' are not used in everyday English anymore. The language in the text often biblical. The formal style adds to the mystery and tension in the story. As well as using a formal style of writing, the author has a descriptive style of writing. This means that the author uses many adjectives, verbs and proverbs to describe parts of the text. This makes the reader more interested in the story and the characters. It also makes it easier for the reader to picture what is happening in the text.**4 Figures of Speech:** Throughout the novel, the author uses different figures of speech. By using figures of speech, Plaatjie's writing comes alive and becomes more interesting and relatable to readers. For example, on pg. 1, the narrator says 'Work was a perfunctory nature, for mother earth yielded her bounties and the maiden soul provided ample sustenance for man and beast.' In our minds, we see Mother Nature providing lots of sustenance to make sure man and beasts are always fed. We see Mother Nature as an actual woman who is providing for her people.

Reading and discussion (45 minutes)

- 1** Settle learners so that you have their attention.
- 2** Instruct learners to open their books to page 1.
- 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
1	In this domain ... king or emperor.	Themes: Different Types of Power AND Patriarchy/ Role of Women	The Bechuana people did not praise one king or emperor, but rather many. This means that all of the power did not belong to one person. This is unlike the Zulu kingdom where one king ruled. This line also indicates that the Bechuana lived in a patriarchal society. Men were the people in charge, and the people who made the rules etc.	Which words in the phrase show that men were in charge of the Bechuana people?	'Patriarchal'
1	Fulfilling these multifarious duties...marriage as an art; ...	Theme: Patriarchy/ Role of Women	The author says women did not see their role as work or as labour, but rather as an 'art'.	Do you think that women really saw their role as an art? Or do you think they longed to be doing something different?	<ul style="list-style-type: none"> • Women were doing what they were told to do, because men were in charge and held all the power. • They were scared of the consequences of not doing what was expected of them.
2	Strange to relate, ... without silver watches.	Theme: Value of Traditional Life	The Bechuana people enjoyed living off the land and using the resources given to them by mother nature. They did not need money or material goods to make them happy.	Do you think by the end of the story, the Bechuana people will want money and power? Why or why not?	Open-ended. There are no wrong answers. We want learners to make predictions. e.g. Yes, by the end of the story, the Bechuana will want money and power because they will have seen other groups of people with money and power. They will therefore want it for themselves.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
3	For instance, the victorious soldiers were... appearance of Matabele men.	Themes: Patriarchy/ Role of Women AND Different Kinds of Power	The Matabele soldiers who collected tax from the Bechuana people often wore no clothing. The naked men frightened the Bechuana women and children and caused them to hide. Matabele men were using their power to intimidate the Bechuana people, in particular the women and children. This shows patriarchy because men behaved as they wished, without showing respect for women.	How did the Matabele tax collectors intimidate the Bechuana women and children?	By walking around with no clothes on.
5	Ra-Thaga saw... the trunk of the tree.	Themes: Power AND Loss and Renewal Character(s): Ra-Thaga	The Matabele men use their strength and weapons to kill innocent women and children, who are powerless. The Barolong experience great loss, as the Matabele wipe out (kill) everybody in sight.	After seeing all of those awful things, do you think that Ra-Thaga will ever be happy again?	There are no wrong answers. Learners should try to make predictions/empathise with Ra-Thaga, e.g. Ra-Thaga has experienced much grief, but one day he might find happiness again. He might fall in love, or have children or become the chief of his own tribe and rule with a pure heart.
10	'The gods of our ancestors...and now we have met.'	Theme: Value of Traditional Life Character(s): Ra-Thaga	Ra-Thaga believes that it is their ancestors who brought Mhudi and him together.	If you believe in ancestors, how do you think they have helped you through certain situations?	There are no wrong or right answers. Listen to learners' experiences.
11	'...the gods are indeed propitious to allow someone to comfort me after the massacre of our people.'	Theme: Value of Traditional Life AND Theme: Loss and Renewal	After so much loss and hardship, both Mhudi and Ra-Thaga feel some sort of comfort and hope after meeting one another.	What does the word propitious mean?	Learners should try to make out what the word means by looking at the rest of the sentence. Possible answers: 'good', 'listening' 'loving' 'kind'

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: If you lived in South Africa in the 1830s, would you have preferred to be part of the Matabele tribe or part of the Barolong tribe? Why?
 - b QUESTION 2: Ra-Thaga lost all of his family, the people in his tribe, his home and everything important to him during the Matabele Massacre. If you were Ra-Thaga, how do you think you would have reacted to the Matabele massacre?

Follow-up question if needed:

 - Do you think that you would have tried to find a new way to be happy, even though you were very sad? Do you think that you would have tried to seek (get) revenge on the Matabele?
- 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:
 - I would have preferred to be part of the Matabele tribe. They had a strong and fearless army who would have kept me safe. I would have been able to live in the best lands, with powerful leaders. I would prefer to belong to the more powerful kingdom.
 - Even though the Barolong were attacked by the Matabele, I would have preferred to be part of the Barolong tribe. They were a peaceful tribe who lived off the land, didn't harm women and children and believed in a simple way of life. I would not want to be part of a tribe that longed for power and killed anybody who came in their way.
 - b QUESTION 2: Possible answers:
 - If I was Ra-Thaga, I would be very depressed. Without the love of my family, tribe and home, I don't think I would be able to find happiness again.
 - If I was Ra-Thaga, I would try to meet new people, and find a new tribe to join. I would try and surround myself with love and comfort so that the pain I was feeling would become less.
 - If I was Ra-Thaga, I would try to get revenge. I would want the Matabele to suffer in the same way the Barolong suffered.

Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to 'Maddened by these...like friends possessed.' on pg. 5:
 - 1.1 Identify the figure of speech. (1)

1.2 Explain how this figure of speech adds to the description of how the Barolong fought. (4)

B: Answers

1.1 Simile (1)

- A simile is a direct comparison between two things using 'like' and 'as'. (1)
- When one is 'possessed' it means an evil force/the devil has taken over one's body. (1)
- The Barolong are so angry at how the Matabele are murdering their people, that they fight back as if they have the devil inside of them. (1)
- We have a picture of them fighting back with such fury, rage and passion that it is like they are not in control of their actions. (1)

Lesson 4: Reading

Preparing for this lesson

- For this lesson, you will read Chapters 4–6, pages 21–40.
- Practice 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:

CHAPTER 4:

After the attack in Kunana, the Matabele army makes sure there are no Barolong people in Kunana, and that the Matabele have taken charge of all the Barolong cattle. The king hears of the Matabele victory and tells the army not to return until he has prepared a celebratory feast.

Mzilikazi invites men from different tribes to come to the feast. Once the feast is prepared (by the women), the Matabele army returns to Inzwinyani (the Matabele capital). On the day of the feast, Gubuza, the commander-in-chief, warns the Matabele people that they have made a new enemy. He warns that the Barolong will not rest until they get revenge. Mzilikazi ignores Gubuza's prophecy; he believes that the Matabele are too powerful to be attacked or defeated. Langa, Mzilikazi's son is the person who initiated (started) the massacre of the Barolong. Mzilikazi rewards his son with Barolong land.

CHAPTER 5:

We get a look into Mhudi and Ra-Thaga's lives in the forest. The two of them are in love, married and devoted to one another. Mhudi feels fearless with Ra-Thaga by her side, and she feels happy that Ra-Thaga cannot be distracted by other people or things (or other women). She is the only person to whom he can pay attention. One day, Ra-Thaga thinks that he sees people coming towards them. However, it is not people, it is a pride of six lions. Mhudi is not scared of the lions. She shows no fear. The lions go in a different direction. Mhudi falls ill with a fever. Ra-Thaga sets out to find a plant that will cure Mhudi's fever. When he gets back to their hut, there is a lion in the enclosure. Ra-Thaga tries to fight the lion off, but it is Mhudi who kills it.

CHAPTER 6:

Mhudi and Ra-Thaga have an argument over Mzilikazi. Mhudi believes that the land he conquered does not belong to him, but Ra-Thaga believes that he rightfully won the land. Mhudi shows how opinionated and strong she is. She is not afraid to argue with Ra-Thaga. Mhudi explains to Ra-Thaga that there are still branches of the Barolong tribe alive, and she believes that these tribes will make the Matabele pay for what they have done. Mhudi tells Ra-Thaga the story of how she chased away a lion when she was younger. Ra-Thaga had heard the story of the brave girl who chased away the lion. He is surprised and happy to find out that this brave girl was his wife.

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

THEME:

Different Types of Power

DEVELOPMENT:

In chapter four, we see the Matabele celebrate their power. They have claimed land and killed people who opposed them. They did this to become the most powerful and feared kingdom in the land. The Matabele want to be the rulers of the land, and force everybody to respect or envy them. The Matabele soldiers are praised for being strong, brutal fighters, who stop at nothing to win. This makes the army and soldiers believe that they are powerful and have a right to hurt others.

The power of nature is displayed throughout chapters five and six. It is clear that Ra-Thaga is fearful of wild animals – as he knows how strong and powerful they are. He is aware that a wild animal will kill if they feel threatened. The power of nature is also revealed when Mhudi falls ill and Ra-Thaga searches for plants to heal her fever. Nature is so powerful that it is able to both kill and to save people from illness or death.

THEME:

Patriarchy/Role of Women

DEVELOPMENT:

In chapter four, we see that the Matabele men are praised for the massacre of the Barolong. The women's duty is to create a massive feast to celebrate the soldiers and victors. The author claims that the women who lost their sons and husbands are not sad, because there is too much to celebrate. The author suggests that power and dominance is more important than emotions. This also links to the theme of power. The author explains that the Matabele women are too happy about the victory of the Matabele, and the power that they have gained, to be sad about the loss of their family members.

One very patriarchal belief is that only women have emotions. This belief is used to discredit women – to say that they are overly emotional, and not able to make good

decisions, for example. The author suggests that the women may have felt pain and sorrow about their family members, but he does not mention anything about the men or boys being sad about the loss of their family members. We know that men feel as sad as women when they lose a loved one. However, in patriarchal societies men are taught to hide their emotions. We see the author hide or ignore men's emotions here.

In chapters five and six, Mhudi breaks some of the gender roles that have been prescribed to her. She is brave, fearless, clever and opinionated. Ra-Thaga sees how special Mhudi is. Mhudi is slowly starting to change Ra-Thaga's perception of women. This shows that Ra-Thaga is very slowly changing his ideas on gender norms that he has become used to. He is starting to see that women can be leaders too. However, Mhudi still plays her role as a good homemaker and hostess – she has not broken free from all of the roles she is expected to play. Ra-Thaga still belittles Mhudi in some cases, and still shows that he doesn't see women to be as clever or as rational as men.

THEMES:

Love AND Loss and Renewal

DEVELOPMENT:

The love between Mhudi and Ra-Thaga is evident in chapters five and six. They care deeply for one another, and would both do anything for the other person. They couldn't imagine life without the other person. They try to help each other grow (figuratively) and to become better people.

This is part of love. Mhudi and Ra-Thaga's love is an example of loss and renewal. They both suffered great loss, but since meeting each other, have found love and joy once more.

THEME:

Prophecy

DEVELOPMENT:

In chapter four, Gubuza, the Matabele commander-in-chief, prophesises that the Barolong tribes will seek revenge for what the Matabele have done to them. In chapter six, Mhudi also prophesises that other branches of the Barolong clan will get revenge from the Matabele. These prophesies build tension. They make us feel like something bad is coming. This is also called foreshadowing.

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

- 1 Figurative language:** In chapter 4, the author uses metaphors and similes. The use of metaphors and similes makes what is happening in the text seem very powerful. The use of personification, proverbs, metaphors and similes makes the text more vivid (alive) and makes it easier for the reader to picture the scene in their head. The figurative language used in chapter 4 makes us picture the celebration scene. It is as if we can see it. It also makes the scene intense and dramatic.

- a On pg. 22, Plaatjie writes ‘The rattle of the assegais on the shields rivalled even the rattle of a heavy hailstorm’. Here, he compares the sound of assegais beating against the shields to the sound that heavy hail makes as it falls.
 - b Also on pg. 22, Plaatjie writes, ‘Their business was to cook and prepare the eatables for their festival, yet they also caught the infection.’ This is an example of a metaphor. The author is comparing the feeling of victory and excitement to an infection. They have caught the feeling of excitement, just like you catch an infection. The feeling of excitement is spreading amongst the people, just like infection spreads.
- 2 Different points of view:**
- a Chapter four is written from the point of view of the Matabele.
 - b Chapter five starts off from the author’s point of view (this part of the text is in the first-person).
 - c The rest of chapter five and the whole of chapter six is from the perspective of Mhudi and Ra-Thaga.

These different points of view help readers to understand different characters, and understand what the different groups of people in the text are experiencing and thinking. For example, if the author did not write chapter four from the Matabele’s point of view, we may not have considered how the Matabele women were feeling after losing their loved ones.

- 3 Bias:** We see that the author may have been bias towards the Barolong people because of personal relations. In chapter five, the author explains to the reader that his father and mother are Mhudi and Ra-Thaga. The fact that the author was born into the Barolong clan, may suggest that he is more emotionally connected to the Barolong, and therefore feel more empathy and understanding towards the Barolong. On pg. 3, the narrator speaks about the Matabele’s move west. ‘...driving terror into man and beast with whom they came in contact. They continued their march very much like a swarm of locusts;...’ The narrator describes the Matabele as violent, aggressive people.

Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to page 21.
- 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
26	Several voices already interjected... of Gubuza's unpatriotic views.	Theme: Prophecy AND Different Types of Power	Gubuza is silenced by the crowds when he speaks about the Barolong seeking revenge. People do not want to hear his prophecies and they do not want the Matabele power to be questioned. The Matabele are filled with confidence. They seem to believe that they are untouchable. It is dangerous when people have this mentality. It is important to be able to question power and recognise weaknesses in yourself/your people.	Why did the crowds try to silence Gubuza when he was making his speech?	<ul style="list-style-type: none"> People did not want to hear Gubuza's prophecies, as they were afraid they would come true. OR <ul style="list-style-type: none"> People did not want to hear Gubuza's prophecies because they believed them to be untrue – they believed the Matabele were too powerful and nobody would be able to defeat them. OR <ul style="list-style-type: none"> People silenced Gubuza because they believed he was being disrespectful to the Matabele people and the victory they had just won.
31	That exactly is how my father and mother met and became man and wife.	Structural elements: Different Points of View AND Bias	The beginning of chapter five is written from the narrator's point of view. We learn that Mhudi and Ratha were the narrator's parents.	Do you think that the author of the story was bias towards (favoured) the Barolong people?	<ul style="list-style-type: none"> No, I think that the author was just telling the truth about what happened. Yes, I think the author may be bias because he is of Barolong blood.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
31	To say that Mhudi was happy... husband's undivided attentions.	Theme: Patriarchy/ Role of women Character(s): Ra-Thaga and Mhudi	The author is implying that all a woman needs to be truly happy, is her husband's attention and faithfulness. This indicates that women are simple beings who only need the company of a male to be happy. This indicates that women do not have anything else to live for, except the attention and love of their husbands. This shows the patriarchal belief that women are unable to have lives or ambitions of their own.	Do you think Ra-Thaga's undivided attention and faithfulness made Mhudi truly happy?	There are no wrong or right answers. Learners must give a reason for their response, like: <ul style="list-style-type: none"> No, I don't believe Mhudi is truly happy. She is still living with the pain of losing her family, friends and home. Having Ra-Thaga's love makes the pain easier to deal with, but it doesn't take the pain away. No, I think Mhudi needs more than the love and attention of a man to make her happy. Yes, the way she speaks makes me think that she has all she needs, and is truly happy.
36	Ra-Thaga at times felt inclined... expedition against Kunana.	Themes: Different Types of Power AND Patriarchy/ Role of Women Character(s): Ra-Thaga and Mhudi	Ra-Thaga believes that the land rightfully belongs to the Matabele. He believes that Mzilikazi took something away from the Barolong; because the Barolong took something away from them (they killed his tax collectors). Mhudi argues her point, as she does not agree with Ra-Thaga. Mhudi stands up for what she believes in, and does not succumb (go along with) to male opinion.	<ol style="list-style-type: none"> If somebody does something bad to you, do you think it is fair to do something bad to them in revenge? How do you think the Barolong will get revenge on the Matabele? 	<ol style="list-style-type: none"> There are no wrong or right answers. Learners must give a reason for their response. Let learners discuss and debate the question, like: <ul style="list-style-type: none"> No, if people keep seeking revenge on each other, it will be a cycle that never ends. They will keep doing bad things to each other. What is the point of that? OR <ul style="list-style-type: none"> Yes, you must stand up for yourself. If you do not seek revenge, the same people might keep taking advantage. There are no right or wrong answers to this question. Encourage learners to make predictions, like: <ul style="list-style-type: none"> They will kill Mzilikazi. They will take land from the Matabele – forcing them to move somewhere else.

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: Explain what you think is meant by ‘the milk of the mothers of today is not conducive (helpful) to the growth of bravery in our sons’ livers’?
 - b QUESTION 2: Do you think it is okay for boys/men to be gentle and emotional? If you are gentle and emotional, does it mean that you can’t be brave and strong? Why?
- 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:
 - Maybe something in the food or in the water is making mother’s milk fainthearted. The milk that children are drinking from their mother’s breast is not helping them to become brave.
 - Mothers are raising their children to be softer and more gentle.
 - Society is allowing for boys and men to be more gentle. They do not have to be aggressive and violent. Society is allowing boys and men to talk about their feelings. ‘Mother’ is a metaphor for society.
 - b QUESTION 2: Possible answers:
 - I think that it is good for boys and men to be gentle and emotional. Boys/men should express how they are feeling and try to understand how other people are feeling. I think that men/boys who show emotion and care for people, are strong and brave.
 - I think that boys/men should have the choice to be emotional if they want to be. Boys and men do not have to act in any particular way, there is no longer a set way for men/boys to behave. They should not be seen as weak if they express their emotions.
 - I think that in society we sometimes believe that boys/men should not be emotional. For example, we say that boys shouldn’t cry. However, all human beings have feelings – not only girls and women. As a society, we should be more supportive and understanding about the emotions of men and boys.

Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to “‘My Mother had to share my father’s affections...How can I help him to be more manly?’” on pg. 32:
 - 1.1 Explain what Mhudi means when she says, ‘...man is polygamous by nature?’ (1)

1.2 What evidence is there in this extract to prove the following is TRUE:

Ra-Thaga's one ambition was to make sure that Mhudi was happy. (1)

1.3 What does Ra-Thaga referring to Mhudi as 'a queen' tell us about his impression of her. (3)

B: Answers

1.1 She means that by nature men are meant to live with or marry more than one wife. (1)

1.2 'cogitating on his one ambition, which was to make his young and pretty wife very happy.' (1)

1.3

- He thinks she is strong and powerful. (1)
- He admires her. (1)
- He thinks she would be an excellent leader. (1)

Mhudi
Reading

CYCLE 3

Reading

Lesson 5: Reading

Preparing for this lesson

- For this lesson, you will read Chapters 7–8, pages 41 to 49.
- Practice 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:

CHAPTER 7:

Ra-Thaga and Mhudi meet some Koranna people (part of the Khoi clan). The Koranna men convince Ra-Thaga that he and Mhudi should go and live with them. Mhudi does not want to go with them, but Ra-Thaga makes the final decision, ignoring Mhudi's wishes. Mhudi does not trust the Koranna leader, Ton-Qon. Mhudi and Ra-Thaga move to Mamuse, where Ra-Thaga becomes very popular. Ra-Thaga goes on a hunting trip with the Koranna men. Ton-Qon is the leader of the hunting trip. Before Ton-Qon joins the other men on the hunting trip, he visits Mhudi in her hut. Mhudi is made to feel very uncomfortable, and her bad feeling about Ton-Qon grows. The next morning, Mhudi sets out to find Ra-Thaga, as she believes that something bad is going to happen.

CHAPTER 8:

During the hunting trip, Ton-Qon leaves Ra-Thaga to be eaten by a tiger. When Ton-Qon returns to the other men, Mhudi is with them. She asks to see Ra-Thaga. Ton-Qon tells Mhudi and the men that he tried to save Ra-Thaga but the tiger killed him. Mhudi insists on seeing Ra-Thaga's dead body. When they reach the location where Ra-Thaga was 'killed', they find that he is still alive. Mhudi tells her husband that Ton-Qon wanted to kill him because he wanted to make Mhudi his wife. They all return to Mamuse, where the chief is told about Ton-Qon's actions. The chief punishes Ton-Qon by making him give away his cattle.

In this section, the following themes develop as follows:

THEME:

Friendship despite Differences

DEVELOPMENT:

We see the development of the friendship between Mhudi, Ra-Thaga and the Koranna tribe. The Koranna chief declares that his home is their home and welcomes them into the community. Even though different languages are spoken, and they share different cultures and traditions, the Koranna bond with Mhudi and Ra-Thaga.

THEME:

Prophecy

DEVELOPMENT:

Prophecy is a strong theme throughout chapters seven and eight. Mhudi has a bad feeling about moving to Mamuse. She has a bad feeling about Ton-Qon and does not trust him. Mhudi knows that something bad is going to happen to Ra-Thaga when he goes hunting with the men. She she sets out to save him. Here, we see the power of prophecy – without it, Mhudi would not have been able to save Ra-Thaga.

THEMES:

Different Types of Power AND Patriarchy/Role of Women

DEVELOPMENT:

Ra-Thaga shows that he has the ‘final say’ in making important decisions. Instead of listening to what his wife wants to do, he decides that the two of them should do what he wants to do. There is no equality in the decision. Ton-Qon uses his masculinity to intimidate Mhudi when they are alone in her hut. The author suggests that Ton-Qon believes that he can say whatever he wants to Mhudi without any consequences, because he is a man. The Koranna chief shows that it is possible to use power in a rational and calm way. Instead of punishing Ton-Qon with death for his crimes, Ton-Qon is pushed out of his positions of power and forced to pay cattle to both the chief and Mhudi. Mhudi does not want Ton-Qon’s cattle. The chief proves to be an empathetic leader when he gives Mhudi his own cattle instead. This shows us that Chief Moroka rules in a fair way. He believes in justice and doing the right thing. Chief Moroka gains power by gaining people’s respect and by being kind and fair. This is very different to the way in which Mzilikazi gains and holds power.

THEME:

Value of Traditional Life

DEVELOPMENT:

Mhudi shows that she values traditional life when she remembers folktales and superstitions from her culture. We see that Mhudi's traditions are important to her. This is evident when Mhudi sees the monkeys in the jungle. In her tradition it is bad luck to see monkeys, because it means something bad has happened or will happen. Mhudi takes this as the truth, and believes that something bad has happened because she has seen the monkeys.

Something bad has, in fact, happened. Ra-Thaga has been attacked by a tiger and Ton-Qon has left him to die. The author is showing the reader that often traditional customs have much insight and wisdom.

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

- 1 Different points of view:** In chapter seven the author writes from Mhudi's perspective. This gives us insight into her thoughts, feelings, questions and fears. The reader learns more about Mhudi, and more about the challenging questions that she asks. For example, Mhudi asks herself 'Where is the God, this Spirit that made all these things? Surely he cannot be pleased with the Matabele or Ton-Qon; and if they too are creatures of God of Life, what did he make such people for?' This indicates that Mhudi is not afraid to let her mind question certain things; such as religion.

Reading and discussion

- 1** Reading and Discussion:
- 2** Settle learners so that you have their attention.
- 3** Instruct learners to open their books to page 23.
- 4** Read the text aloud to learners. Learners should follow in their books.
- 5** As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
42	This was entirely against Mhudi's wish.	Theme: Patriarchy/ Role of Women AND Different Kinds of Power Character(s): Ra-Thaga and Mhudi	Ra-Thaga makes the decision to go to Mamuse with the hunters, even though Mhudi does not want to. Ra-Thaga has the final say in the decision.	Why do you think Mhudi did not want to go with the hunters to Mamuse?	<ul style="list-style-type: none"> Mhudi liked having Ra-Thaga all to herself – she did not want to share his attention with other people. Mhudi did not trust the 'squint-eyed' Koranna headman.
43	'Never be led by a female lest thou fall over a precipice.'	Theme: Patriarchy/ Role of Women Structural element: Proverbs	Ra-Thaga remembers a traditional proverb that warns men not to be led by a woman unless he wants to fall over a cliff. This shows that men did not see woman as leaders, or as people capable of making decisions. They saw women as making bad and stupid decisions.	Can you think of any proverbs from your culture or language? What do these proverbs mean?	This is a personal question and therefore learners' answers will be different – there are no right or wrong answers.
43	She found herself in the power of a man who ...and water at his bidding.	Theme: Different Types of Power AND Patriarchy/ Role of Women Character(s): Mhudi	Mhudi and Ton-Qon are alone. He speaks to her about his wishes to make her his wife one day. Mhudi feels scared, and excuses herself from the situation. She chooses not to sleep alone in her hut that night. Mhudi is scared because she knows how much power men hold, and she knows that men see women as the object of their desires and as the weaker sex. She knows that Ton-Qon could use his power to take advantage of her.	Why do you think Mhudi did not want to sleep alone in her hut that night?	<ul style="list-style-type: none"> Mhudi was afraid that Ton-Qon would come into her hut and rape her. She feared that she would not be able to protect herself against Ton-Qon.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
44	'Where is the God, this Spirit, that made all these things?'	Theme: Patriarchy/ Role of Women Structural element: Different Points of View Character(s): Mhudi	Mhudi questions God and all of the bad people and creations in the world. We get insight into Mhudi's thoughts. We see how insightful and retrospective she is. This relates to the theme of Patriarchy/ Role of Women because we see that Mhudi is not weak, timid or simple. Women's simplicity is implied through the roles which they are assigned and through the way the author describes women's need to have a husband in order to be happy. Mhudi's actions and thoughts show that the labels given to women are false.	Do you think that Mhudi would have been allowed to ask her questions about religion and God to people other than Ra-Thaga?	Open-ended. Learners must give a reason for their response, like: No: <ul style="list-style-type: none"> Mhudi would not have been able to voice her questions and opinions about God to people other than Ra-Thaga. As a woman she was expected to believe what people from her culture and tradition believed to be true. There was no room for questioning. People were probably very religious and traditional. People probably did not accept criticism of god/s, traditions and religious practices.
48	Ra-Thaga remained an invalid for a month...to attend court...	Theme: Love AND Patriarchy/ Role of Women Character(s): Mhudi	Mhudi's love for Ra-Thaga is very strong. She cares for him until he gets better. Her devotion to him assists his healing. We also see her fulfilling a traditional role of carer as Ra-Thaga's wife. It would be expected of Mhudi to care for her sick husband.	Have you ever had to care for somebody that you love? How did it feel to know the person you love wasn't well?	This is a personal question and there are no wrong or right answers. Learners should feel comfortable enough to share their experiences if they wish.

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.

Discuss the following questions:

- a QUESTION 1: Do you think it was wrong for Mhudi to immediately (right away) distrust Ton-Qon?
- b QUESTION 2: Do you think it is acceptable for people to question God and religion?

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:
 - I do think it is wrong for Mhudi to immediately distrust Ton-Qon. She did not know him before she made her judgement on him. People should get to know others before deciding what type of people they are.
 - I don't think it is wrong for Mhudi to immediately distrust Ton-Qon. She listened to her gut (the feeling your body gives you) and her intuition. Often, when people listen to the bad feeling they get in their body, they can prevent bad situations from happening.
 - Mhudi's whole family has been killed. She is probably very distrusting of others. It is natural for her to not trust this new person, especially after all of the bad things that have happened to her family.
- b QUESTION 2: Possible answers:
 - I do not think it is acceptable to question God and religion. You should have faith in everything that God has done and know that it is for a reason.
 - I do think that it is acceptable for people to question God and religion. It is important not to believe everything that has been told to you. You should ask questions to make up your own mind about things – you do not have to believe the same things that your community or family believe. In life, it is important to ask questions about everything that is happening in the world so that you can have an informed opinion about different matters.
 - There are many different gods and religions. It is important to ask questions. It is also important to understand and accept beliefs that might be different from your own.

Journal questions

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

- 1** Refer to 'After hours of timid wakefulness...was not well with him' on pg. 45:
 - 1.1** Identify the sound device used in 'yelp', 'chatter', 'jabbering' and 'prattle'. (1)
 - 1.2** Explain how the sound device in 1.1 works. (2)
 - 1.3** Explain why Mhudi shudders when she hears the monkeys. (2)
- 2** Refer to the whole of page 47:
 - 2.1** What evidence is there on this page that the hunters do not fully believe Ton-Qon's story about what happened to Ra-Thaga. (3)

B: Answers

- 1.1** Onomatopoeia (1)
- 1.2** Onomatopoeia is the formation of a word from a sound associated with that word.
 - Onomatopoeia is the formation of a word from a sound associated with that word. (1)
 - In the case of the words in 1.1, they are all sound of animals and the sounds the animals make are those words. (1)
- 1.3**
 - She does not like them. She is afraid of them. (1)
 - Her cultural belief is that monkeys are a bad omen/a sign that something bad is going to happen. (1)
- 2.1**
 - The hunters question Ton-Qon about why he didn't shoot the tiger when Ra-Thaga was attacked. (1)
 - The hunters say they didn't hear a gunshot. (1)
 - The hunters want to know why Ton-Qon didn't want Mhudi ('the widow') to see Ra-Thaga's body. (1)

Lesson 6: Reading

Preparing for this lesson

- For this lesson, you will read Chapters 9–10, pages 50 to 63.
- Practice 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:

CHAPTER 9:

Ra-Thaga and Mhudi learn that some of the Barolong are still alive. They hear that the tribe has recovered from what happened, and are doing well. Mhudi and Ra-Thaga leave the Koranna tribe to go and find the Barolong tribe. They arrive at Thaba Nchu, where the Barolong have moved. Mhudi finds her cousin, Baile. Both women believed the other to be dead. One day, a group of Voortrekkers (Boers) arrive in Thaba Nchu. The leader of the Boers, Sarel Cilliers, speaks to Chief Moroka. The Boers agree to help the Barolong to defeat the Matabele. The Boers claim to be peaceful people, who want to live under their own rule on unoccupied (empty) land.

CHAPTER 10:

We meet Umnandi, Mzilikazi's favorite wife. We learn that Mzilikazi's other wives do not like Umnandi, as she is so popular with Mzilikazi and the rest of the kingdom. Umnandi cannot have children – and this is the one thing Mzilikazi does not like about her. The other women tease her for this. The reader learns that Nomenti, another one of Mzilikazi's wives, wants to harm Umnandi. She forces a witch-doctor to poison Umnandi's drink so that Umnandi will never be able to have children. While the witch-doctor is in Umnandi's hut, Nomenti tells another woman that Umnandi is being inappropriate with him. Another woman, Nomsindo, runs to Umnandi to warn her of this rumor.

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

THEME:

Friendship despite Differences

DEVELOPMENT:

We are once more reminded of the unlikely friendship between the Koranna tribe and Ra-Thaga and Mhudi. Even though Mhudi and Ra-Thaga decide to leave and find the Barolong, they still have a good relationship and friendship with the Koranna. Mhudi and Ra-Thaga leave in hopes of finding loved ones, and becoming part of their people once more. Ra-Thaga and Mhudi are extremely grateful for everything the Koranna have done for them. The relationship between the Boers and the Barolong starts to develop. Chief Moroka and Sarel Cilliers seem to have a friendly bond despite their differences.

THEME:

Loss and Renewal

DEVELOPMENT:

Ra-Thaga and Mhudi believed they would never see Barolong people again. They believed they had lost their people forever. When they are reunited with the Barolong, there is a sense of renewal. Mhudi thought that her cousin Baile was dead. When they are reunited, both women feel a sense of belonging. They feel joy after such a long time of thinking they had no family left. Despite the fact that so much has been lost, we see the community being renewed.

THEME:

Patriarchy/Role of Women

DEVELOPMENT:

We quickly learn that the Boers lead a patriarchal life. The Boer men are in charge and make all the decisions. We also learn that Umnandi, Mzilikazi's favorite wife, is less interesting to him because she is not able to have children. This shows the patriarchy present in these times—women were valued for certain things only. Umnandi is useless and worthless unless she is able to bare children.

THEME:

Prophecy

DEVELOPMENT:

We discover that some of the Matabele people and doctors believe that the Matabele are cursed. They believe that the Barolong will seek revenge on the Matabele. So far we have heard the prophecy of Gubuza, who believes the Barolong will seek revenge. We have heard

Mhudi's prophecy that the living Barolong people will find and kill the Matabele people. We have also heard the prophecies from the Matabele doctors. We start to feel like revenge is inevitable.

THEME:

Value of Traditional Life

DEVELOPMENT:

Umnandi tries to fall pregnant (or become more fertile) by using traditional practices. She follows the advice of traditional doctors and wizards. The value of the traditional way of life is shown through the Matabele's belief in the power of magic. For example, Nomenti believes that Umnandi's life could be taken if a wizard lay a charm at her door.

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

- 1 Dramatic Irony/Irony:** Irony is when the opposite of what you expect happens. It is ironic that the Boers tell the Barolong 'no man or woman can rule another.' This is ironic because decades later, the Afrikaans people started Apartheid, a system which very much ruled over another.

Dramatic irony is when the reader knows something significant that the characters do not know. There is dramatic irony here because by the time the author wrote this text, he knew the Boers had not kept their promise. We as the readers are also aware that the Boers broke their promise because we know what has happened in South African history.

- 2 Different perspectives:** Chapter ten is written from the perspective of the Matabele. Readers get to understand Umanandi's character and we get to sympathise with her. Readers may even begin to like her. If the author did not write this chapter from the Matabele perspective, the reader may not have felt this empathy towards a Matabele character, because of all the harm they have caused in the novel so far.
- 3 Dialogue:** In chapter nine, there is a powerful dialogue that takes place between Mhudi and her cousin Baile. The dialogue is short and simple, but through the very brief interaction, the reader is aware of how much both women have lost.

Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Settle learners so that you have their attention.
- 3 Instruct learners to open their books to page 50.
- 4 Read the text aloud to learners. Learners should follow in their books.
- 5 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
51	Baile was wild with joy, ... victims of the great massacre.	Theme: Loss and Renewal Character(s): Mhudi and Baile	Baile thought she had lost Mhudi forever, so is overwhelmed with happiness when she finds out she is alive. This renews her feeling of hope for the future.	Do you think that there is a chance Baile's husband is still alive?	There are no wrong or right answers to this question. Learners predict: <ul style="list-style-type: none"> • Yes, Baile's husband could possibly still be alive. If Mhudi is alive, there is also a chance that Baile's husband also escaped the massacre and is living in hiding. • No, I think it is unrealistic to think that both Baile's cousin and her husband would have survived the massacre.
53	'...but the English may soon have a woman for a king and you must admit that a woman could not lead an army.'	Theme: Patriarchy/ Role of Women	The Boers show that they have similar attitudes towards women as the Barolong. Cilliers does not believe that a woman is capable of running a country and leading an army.	What role do you think Boer women were expected to play?	Boer women probably had to play the role of homemaker, wife and mother.
54	The Barolong regaled the Boer with meat and milk and corn-mash.	Theme: Friendship despite Differences AND Value of Traditional Life	Even though the Barolong and the Boers were very different, they were able to share a feast together. From the narrator's perspective is seemed to be a joyous occasion. Also, the Barolong are sharing their precious food. The Boers get to experience the Barolong's traditional food.	Why do you think the Barolong were eager (excited) to make friends with the Boers?	The Barolong wanted to make friends with the Boers because they promised to help 'pay back' Mzilikazi and the Matabele for the massacre. The Barolong are led to believe that the Boers are peaceful people who won't take advantage of the Barolong or their land.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
60	...in return for the birth of a baby boy as a present to her husband and his people.	Theme: Patriarchy/ Role of Women Character(s): Umnandi and Mzilikazi	Umnandi is unable to have children, and this is seen as a failure on her part. She can't fulfil her role properly if she is unable to be a mother. She is valued less as a person because she is unable to have children.	Why do you think Umnandi wants to give the king a son and not a daughter?	<ul style="list-style-type: none"> • Umnandi wants to give the king a son, because boys were valued far more than girls were in the time of the novel. • The king wants a son so he can carry on his family name. • The king wants a son so that the son can one day become ruler once Mzilikazi is too old to rule or dies.
61	...the fame of your wizardry is great...your life in the hollow of my hands.	Theme: Different Types of Power AND Value of Traditional Life Character(s): Nomenti	One of Mzilikazi's wives, Nomenti, uses her husband's power to get the wizard to do what she wants. She uses power to her advantage and for bad rather than good. (This is different from Umnandi, who uses her power to help people and to do good in the kingdom.) The two wives used their power very differently. The Matabele value wizardry and magic. They strongly believe in the power of wizards.	Do you believe in magic? Why or why not?	This is a personal question and therefore learners will give different responses. There are no wrong or right answers.

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.

Discuss the following questions:

- a QUESTION 1: On pg. 63 Nomsindo says ‘...though the poor man did his best to shun her advances.’ This sentence implies that the supposed affair is all Umnandi’s fault. In today’s world, often harassment, abuse and rape is blamed on the woman. People blame women for wearing revealing clothing and leading men on. In cases like these, do you think it is acceptable to blame the woman? Explain your answer.
 - b QUESTION 2: List the different things that the Boer’s brought to Thaba Nchu that the people of Barolong had never seen before.
- 3 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:
 - No, abuse/harassment/rape are often blamed on the woman. Women are blamed for wearing revealing clothing, for acting in a flirtatious way, for getting too drunk etc. This is unfair. Rape and abuse is never the woman’s fault – it is always the rapist/abuser’s fault. It is never acceptable to blame it on the victim.
 - Yes, women need to be careful about what they wear and their actions because men may feel women are leading them on.
 - b QUESTION 2: Possible answers:
 - Horses
 - Wagons
 - Geese
 - Guns

Journal questions

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

- 1 Refer to “We Boers are tired...or woman can rule another.” on pg. 52:
 - 1.1 Explain why this statement is ironic. (3)
- 2 Refer to the whole of chapter 10:
 - 2.1 Discuss two different aspects of the theme ‘Different Types of Power’ that is prevalent in the characters of Umnandi and Nomenti. (4)

B: Answers

1.1

- The Boers themselves are foreigners in South Africa, wanting to conquer land and people. (1)

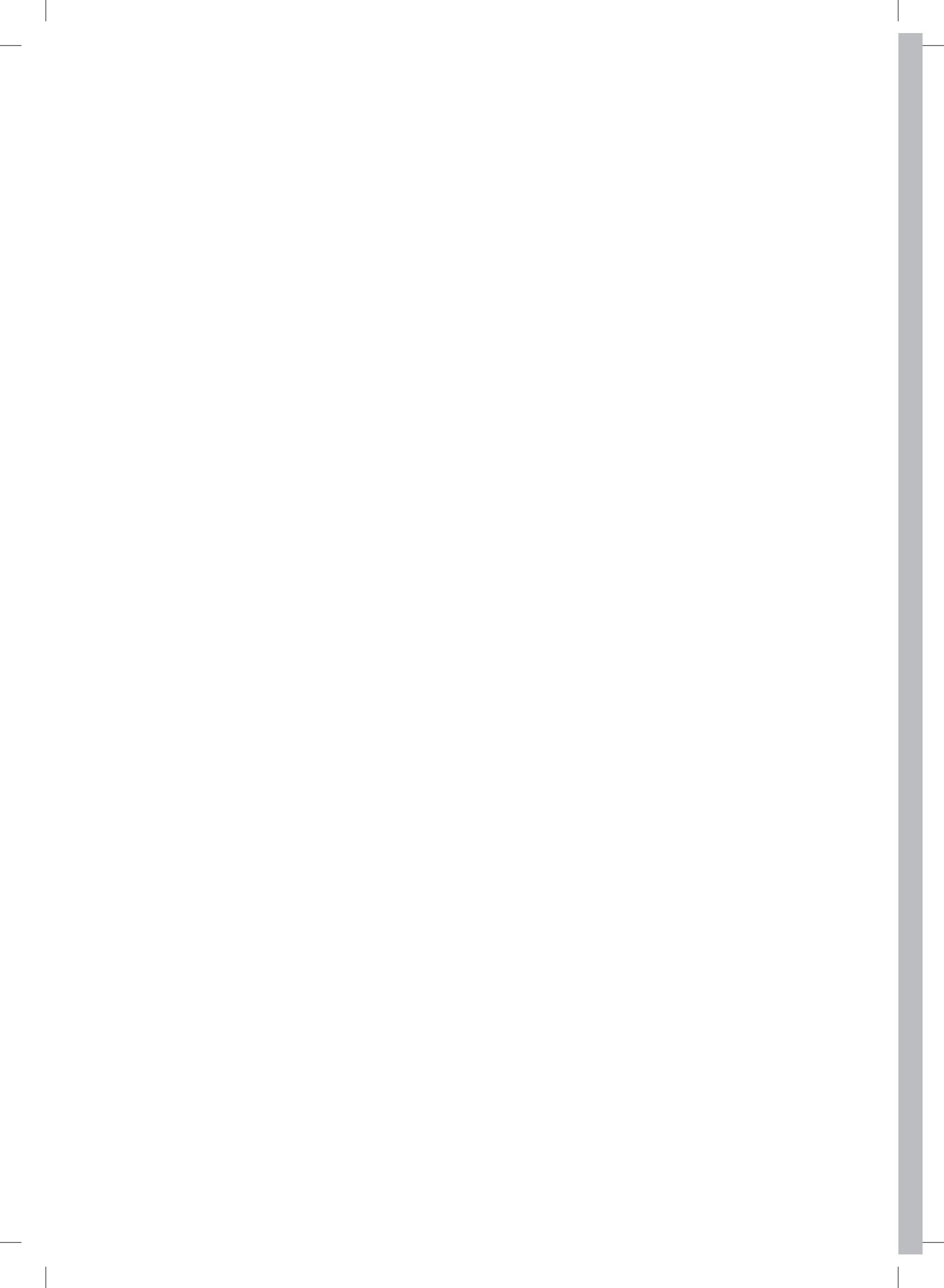
- A few decades later, the Afrikaaners (descendants of the Boers) devised Apartheid which made it legal to oppress people based on the colour of their skin. (1)
- Only men rule in their community. Women do not even have an option to rule. (1)

2.1 Accept any two of the following answers about Umnandi:

- Umnandi tries to use her power to do good. (1)
- She helps people when they need it and feeds them when they need food. (1)
- She does not see herself as superior to other people. (1)

Accept any two of the following answers about Nomenti:

- Nomenti uses her power to do harm. (1)
- She uses her status to control the wizard to get him to do something bad. (1)
- She sees herself as superior to everyone around her. (1)



Mhudi
Reading

CYCLE 4

Reading

Lesson 7: Reading

Preparing for this lesson

- For this lesson, you will read Chapters 11–12, pages 64–78.
- Practice 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:

CHAPTER 11:

The Bangwaketse are near relatives of the Barolong. They feel the pain of the Barolong massacre. The Bangwaketse live close to Mzilikazi and the Matabele people. They have a feeling they will be attacked by the Matabele so they move further into the Kalahari Desert. A group of Matabele soldiers follow them, but they are exhausted by the elements of nature. The Matabele are weak, so the Bangwaketse defeat the Matabele soldiers. Mzilikazi is furious when he hears this. He asks his magicians to explain why this happened. The bone throwers all tell Mzilikazi that it is because of the Kunana massacre that bad things are happening to the Matabele. They say the Barolong are putting strong curses on the Matabele. Mzilikazi calls thirty of the most powerful magicians to make a curse stronger and more powerful than the Barolong curses. The magicians advise Mzilikazi that the Matabele should move north. Mzilikazi refuses. He gives the magicians three days to take away the curses of the Barolong. If they don't succeed, they will be put to death. In the next few days, Mzilikazi hears more bad news about the Matabele – some have been killed by the 'red devils'. He also learns that his wife, Umnandi, is missing. Mzilikazi orders the magicians to be killed. Mzilikazi also orders that the survivors of the Bangwaketse attack to be killed, as he believes them to be cowards. Gubuza saves the soldiers, however, claiming that he will need them to fight against the Barolong.

CHAPTER 12:

In Thaba Nchu, men compete in viz, a long foot-race. The race is between the Ra-Tshidi group of the tribe (who are ruled under Chief Tauana), and the Seleka part of the tribe (ruled by Chief Moroka). The winner of the race has to collect the end piece of a white ox-tail in order to claim victory. Ra-Thaga wins the race, but forgets to collect the white ox-tail. There is a huge fight between men about Ra-Thaga's victory. One man believes Ra-Thaga has not truly won, because he did not collect the emblem. There is an argument between this man and another man. The argument ends when one of the men picks up a rock and hits the other man on the head. Chief Moroka is very angry, but instead of punishing the man with violence, he orders the man to get two bulls from his father's herd to be slaughtered for the men who ran the race.

The Barolong encounter their second group of Boers. The Boers have been attacked by the Matabele and need help from the Barolong. Chief Moroka encourages his army to help the Boers by sending cattle to pull the wagons to Thaba Nchu. He also encourages his men to go and help the Boer people fight against the Matabele.

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

THEME:

Different Types of Power

DEVELOPMENT:

In chapter 11 the reader is once again made aware of how powerful nature is. The Matabele suffered in the desert from the heat of the sun and from lack of water. Nature is the thing that initially defeats the Matabele, making it easier for the Bangwaketse to attack them. Mzilikazi shows his power when he orders the wizards and soldiers to be killed. Anybody who tries to come between Mzilikazi and his mission for power are sentenced to death. Mzilikazi does not respond well to any negative ideas about the Matabele, as it threatens his power. Mzilikazi rules with fear. On the other hand, we once again see that Chief Moroka is a fair leader who does not punish crimes with violence or death. Instead of punishing the young man who threw the rock with violence, he orders him to bring two of his family's bulls to a celebration feast. Chief Moroka does not like the idea of spilling human blood.

THEME:

Value of Traditional Life

DEVELOPMENT:

In chapters 11 and 12, it is evident that both the Matabele and the Barolong have great respect for magicians and wizardry. They believe in powerful curses that can change the course (path) of history. This is an element of both Barolong and Matabele culture that people value and respect.

THEME:

Patriarchy/Role of Women

DEVELOPMENT:

In chapter 11, Umnandi is referred to as Mzilikazi's pet. This shows that women are not regarded as much more than animals, or toys for the king to play with. In chapter 12, Chief Moroka shows great concern for the female Boers who have been left alone while the Boer men find help. This is further evidence of how men believed women needed protecting. He fears for what the Matabele will do to them. This displays that even though the women in the Barolong tribe have certain roles to play and are not equal to the men, they are still greatly loved. This love does not take away from the fact that the women do not have the equality that they deserve.

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

- 1 **Rising action:** The rising action continues in chapters 11 and 12. The plot begins to get more complicated, as the Barolong and the Boers form an alliance against the Matabele.

Reading and discussion:

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to page 64.
- 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	Hunger, fatigue and the broiling sun...asked their enemy for water.	Theme: Different Types of Power	The Matabele are defeated by the harsh elements of nature. This shows the reader that nature is extremely powerful. Nature is more powerful than humans, and because the Matabele are so exhausted and water deprived, they are weak and unable to fight. The power of nature determines the Matabele's fate.	Why were the Matabele too tired to fight the Bangwaketse?	<ul style="list-style-type: none"> The Matabele were tired because they had to walk very far to get to the Bangwaketse. The Matabele were tired because of the hot sun and because they did not have water to drink. They were tired from the conditions in the desert: very hot, dry and lacking in water.
67	The country reeks with sorcery... Poisons, sorcery, witchcraft!	Theme: Value of Tradition	The Matabele believe that their people are dying because of sorcery (magic). This shows the power of traditional beliefs in that the Matabele believe in magic over other possible causes for their people's deaths.	Do you believe that the Matabele people are dying because the Barolong have put curses on them?	<p>There are no wrong or write answers. Possible answers might include:</p> <ul style="list-style-type: none"> Yes, I think that the Barolong curses are killing the Matabele people. The Matabele caused the Barolong great loss, and therefore the Barolong have put spells on the Matabele. No, I do not think that the Matabele are dying because of magic/curses. I think the Matabele are dying because other humans are killing them.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
68	As the disconcerted wizards could offer no satisfactory explanation, orders were given for the immediate execution of them all.	Themes: Different Types of Power AND Prophecy Character(s): Mzilikazi	Mzilikazi orders for the wizards to be killed because they cannot tell him why the mysterious deaths are happening amongst the Matabele. Mzilikazi also orders the wizards to be killed because they say Mzilikazi must move north or the Matabele will die. He doesn't like what they have to say. Perhaps he feels moving away is cowardly.	How do you think the wizards' prophecies threaten Mzilikazi's power?	<ul style="list-style-type: none"> The wizard's prophecies threaten Mzilikazi's power because he is scared that people will begin to believe what the wizards are saying. If they believe the wizards, they may get scared and want a different person to lead them. What the wizards are saying shows that there are things Mzilikazi can't control. This shows that he is not all-powerful. Perhaps he doesn't want to move away, because he feels that is running away from his kingdom.
76	Morahti sat down with an air of pomp... did not proceed without him.	Theme: Different Types of Power	Morahti holds a great deal of power amongst the tribe. He is not of royal blood but he has power because he is rich and owns a lot of capital. This shows us that someone with a lot of wealth has more power than a person with little or no wealth.	Do you think that in today's world, money still gives you power?	<ul style="list-style-type: none"> Yes, money gives you power. People with money are able to access many things that people without money cannot access (such as education, health, lawyers etc.). This gives people with money an advantage to get further in life. People with money can often bribe their way out of difficult situations, or they can pay bribes for situations to go in their favour.
76	The Boers, said De Villiers, ...before the enemy returned to surround them.	Theme: Friendship despite Differences Character(s): De Villiers	The Boers ask the Barolong to help them fight against the Matabele. The Barolong agree to help. An alliance is formed despite the differences of the two groups of people.	From what you know about South African history, do you think the Boers will continue to have good relations with black people?	<ul style="list-style-type: none"> No, I do not think the Boers will continue to have good relations with black people. They will take advantage of black people, treat them extremely badly and will eventually start Apartheid.

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.

Discuss the following questions:

- a QUESTION 1: Explain what is meant by ‘shadow ‘ in the following sentence ‘The shadow of the massacre of Kunana has never really left our nation.’
 - b QUESTION 2: Explain why the following sentence is offensive, ‘I am told that he has lost his pet, his favorite wife, Umnandi.’
- 3 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:
 - The shadow could be a metaphor for the memory of the massacre.
 - The shadow could be a metaphor for the guilt and shame that the Matabele feel.
 - The shadow could be a metaphor for the pain and grief that the Barolong people feel.
 - b QUESTION 2: Possible answers:
 - The sentence is offensive because it is comparing a woman to an animal.
 - This objectifies her (says she is no more than a thing).
 - The sentence is offensive because it takes away from the love that Umnandi feels for Mzilikazi. It indicates that for Mzilikazi, Umnandi was just an object that kept him happy.

Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to ‘Now, Gubuza was the general...innocent of the nation.’ on pg. 69:
 - 1.1 What evidence is there in this extract that Gubuza is a respected soldier? State 3 points in your OWN words. (3)
 - 2 Refer to the whole of chapter 11 and 12:
 - 2.1 These chapters give us a lot of insight into Chief Moroka’s and Chief Mzilikazi’s characters. Compare the two chiefs’ characters. (6)
- B:** Answers
- 1.1
 - He is popular amongst his own people. (1)
 - His enemies from other tribes talk about how he is a clever soldier. (1)
 - Even Mzilikazi does what Gubuza tells him to do. (1)

2.1

- Chief Moroka is opposed to spilling blood. (1) Instead of punishing the the man physically for hitting his opponent in the face with the stone, Moroka demands that he gives two of his cattle as punishment. (1)
- Chief Mzilikazi is not opposed to violence and spilling blood. (1) When he gets angry with people (such as the wizards and the soldiers who couldn't defeat the Bangwaketse), he orders them to death. (1)
- Chief Moroka is far calmer and thinks about things before acting on them. (1)
- Chief Mzilikazi acts before thinking. He is quite irrational. (1)

Lesson 8: Reading

Preparing for this lesson

- For this lesson, you will read Chapters 13–14, pages 79–94.
- Practice 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:

CHAPTER 13:

Ra-Thaga and De Villiers become very good friends. They bond over their hatred of the Matabele. They learn one another's languages. Ra-Thaga thinks very highly of the Boers, but Mhudi does not share her husband's feelings. When she visits the Boers' camp, she sees a 'Hottentot maid' (sic) being treated very poorly by the Boers. She dislikes the Boers and the way they treat people. Ra-Thaga sees similar incidents towards black people, and he starts to think differently about the Boers. However, his bond with De Villiers is still strong, and they remain friends.

Ra-Thaga and De Villiers are sent with Viljoen and Rantsau to spy on the Matabele. They stay with Mogale's people (an eastern section of the Bakwena tribe). Mogale's people live on Mzilikazi's land and so they pay him tax. They have never seen a white person before, and are therefore very interested in Viljoen and De Villiers. After a month, with no news from the group of spies, a Boer party is sent to go and look for them. They return with no news but have caused a lot of trouble for killing two men of another chief named Chief Moseme.

Meanwhile, there is a scandal between two families. A trial occurs because two men have been having affairs with each other's wives. The whole community is invited to the trial, including women and the Boers. Chief Moroka asks for many people's opinions, including those of the Boers. The Boers suggest that the women should stay with their respective husbands. However, Chief Moroka decides it would be a crime to make the couples stay married even though they are desperately unhappy and not in love with their respective spouses. Instead, he tells the two couples to swap partners. The men are in love with one another's wives, and the wives are in love with one another's husbands, so everyone is happy with this arrangement. Chief Moroka also tells the two fathers to give fat bulls to their children as a token of apology for the upheaval they caused.

CHAPTER 14:

At Inzwinyani, there is much speculation (talk) about what happened to Umnandi. The king is very angry that his favourite wife has gone missing, and he kills anyone who he believes is lying to him. He has sent huge search parties to find Umnandi.

Nomenti asks Umpitimpiti (the man she told to tell Mzilikazi about Umnandi's 'affair' with the Zulu doctor) what Mzilikazi's reaction was to hearing about Umnandi and the doctor's relationship. We learn that Umpitimpiti was too afraid to tell Mzilikazi about it and is now very scared of what is going to happen to him if the king finds out he has been withholding (keeping) information. He sets out to find the doctor, but we learn that he has already fled Inzwinyani. He has fled because he is scared of what the king will do when he finds out that he was the doctor in Umnandi's room. He is also scared that the king will find out he put a curse on Umnandi. Umpitimpiti also flees (runs away) from Inzwinyani.

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

THEME:

Prophecy

DEVELOPMENT:

Mhudi has a bad feeling about the Boers that she cannot get rid of. Her intuition is telling her something bad is going to happen with the Boers.

THEME:

Different Types of Power

DEVELOPMENT:

The Boers treat black people very badly. This shows that they do not see black people as equals (as they claimed earlier), and they believe it is their right to have power over black people. They display this power through violence, abuse and oppression. Chief Moroka shows that he is a leader who rules the kingdom with fairness and empathy. He uses his power amongst the Barolong to try to help people. He seems to view his people as his equals. On the other hand, Mzilikazi uses his power to kill people who know anything about Umnandi's disappearance. He also uses his power to send search parties to find her, and witches to look for her. Mzilikazi believes that his life is worth more than other people's, and that is why he has no shame in killing and abusing people.

THEME:

Friendship despite Difference

DEVELOPMENT:

Ra-Thaga and De Villiers form a friendship. They teach one another their languages and they bond over their hatred of the Matabele. They become friends even though they are

from different backgrounds. Chief Moroka and Sarel Cilliers also develop a friendship. Chief Moroka allows the Boers to sit in on the Barolong trial, and even give their opinions on the matter at hand. Even though the Boers are different, Chief Moroka allows them into the kingdom and allows them to give their opinions on Barolong life. This shows that Chief Moroka trusts the Boers.

THEME:

Love

DEVELOPMENT:

The reader gets a small glimpse into Mzilikazi's softer side. The reader becomes aware of Mzilikazi's love for Umnandi. He misses her, and he is suffering without her. He tries to do everything in his power to find her.

THEMES:

Different Types of Power AND Value of Traditional Life

DEVELOPMENT:

During the trial between the two families, Chief Moroka shows that he rules in a fair and just way. Chief Moroka does not simply follow rules that do not make sense, instead, he uses empathy and justice to do what is right, and make decisions based on what will make people happy. This is also an example of the value of traditional life. It was sometimes believed (especially by white people) that some types of African punishment were too harsh, and 'savage'. Further, the white colonisers claimed that African cultures did not have law and justice. The author shows us that this is not the case with the Barolong tribe. Chief Moroka shows the kind, fair, and progressive mentality of the Barolong. The Barolong value human life and they value people's happiness.

Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to page 79.
- 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
81	The old lady pulled a...of the unfortunate girl.	Theme: Different Types of Power Character(s): Mhudi	Here we see the Boers be extremely violent against a 'Hottentot' girl. Boers believed they were superior to black people, that black people were their property and that they could do to them what they wished. This is very abusive power.	Why do you think Mhudi did not try and help the 'Hottentot' 'maid' in that situation?	<ul style="list-style-type: none"> Mhudi probably did not try help the 'maid' because she was out-numbered by the Boers. The Boers had guns and could easily kill her. It's clear that the rest of the Boers in the camp did not see anything wrong with how the 'maid' was being treated.
83	...Boers at their own homes never allow black people to drink out of their vessels.	Themes: Different Types of Power AND Friendship despite Difference Character(s): Ra-Thaga and De Villiers	<p>Ra-Thaga gets into trouble because he drinks out of a glass reserved for the Boers. The Boers did not share their crockery and cutlery with black people. Once again, this shows us that the Boers believed they were superior to black people.</p> <p>De Villiers does not get angry with Ra-Thaga for his actions, but he explains the rules and customs of the Boers to Ra-Thaga.</p> <p>De Villiers clearly agrees with the rules that Boers have made. This shows that De Villiers supports the racist rules and the racist mind-set that the Boer people value and encourage.</p>	Do you think that De Villiers truly sees Ra-Thaga as his equal?	<ul style="list-style-type: none"> No, I don't think De Villiers truly sees Ra-Thaga as his equal. The fact he supports the Boers not allowing black people to use the same crockery as them, shows us that De Villiers is also racist and thus believes that he is superior to Ra-Thaga.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
87	...that it would be a crime ...she has ceased to love.	Themes: Different Types of Power AND Loss and Renewal AND Value of Traditional Life Character(s): Chief Moroka	Chief Moroka shows that he is empathetic and more understanding than many leaders. The Boers believe that the two couples under trial should remain married to the person they are with – even though they are unhappy. Chief Moroka can see how unhappy the couples in the situation are, so he orders them to swap lovers. After a long period of unhappiness, all parties involved have been renewed with happiness. Here, we also see the wisdom and fairness of Chief Moroka. We see that traditional systems of justice can deliver logical, fair, solutions.	Do you think that a divorce or a breakup can be considered a loss?	There are no wrong or right answers. Learners must feel free to give their own opinions. Learners must give a reason for their response, like: <ul style="list-style-type: none"> No, I don't think divorce or a breakup can be considered loss. Loss only refers to death – which is the deepest kind of loss a person can experience. Yes, I do think divorce or a breakup can be considered a loss. When somebody who is very important to you, is no longer in your life, you have lost this person and their love. You have suffered a loss.
90	Her reference to the King... he almost lost his reasoning powerS,...	Theme: Patriarchy/ Role of women Character(s): Nomentu	When Nomentu is questioning Umpitimpiti about Mzilikazi's reaction to Ummandi's evil deeds, she refers to Mzilikazi by name. This shakes Umpitimpiti because Zulu wives are not allowed to call their husbands by name. The women are not seen as equals to their husbands or other men. Other men call Mzilikazi by his name, but his own wife is not allowed to. This shows how women were inferior to men.	Do you think it is right that Zulu women who are married to the King are not allowed to call him by name?	There are no wrong or right answers. Possible answers may include: <ul style="list-style-type: none"> I think it is right that Zulu wives can't call their husband by name. This shows respect. I do not think it is right that a Zulu woman can't call her husband by name. In a marriage man and woman should be equal, and therefore, wives should be able to call their husbands by name.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
92	'I wish that whoever kidnapped this wife, ... of every one of us.	Themes: Love AND Different Types of Power Character(s): Mzilikazi and Umnandi	Mzilikazi's love for Umnandi is clearly very deep. He is going mad without her. He is doing everything in his power to find her. However, in the process, he is causing much fear among his people. He kills anybody he believes has anything to do with her disappearance. He acts irrationally (without thinking) and without evidence. He is able to do whatever he wishes because of the power he holds.	Do you think that Mzilikazi's love for Umnandi makes him a more likeable character?	There are no wrong or right answers. Learners must feel free to give their own opinions. Learners must give a reason for their response, like: <ul style="list-style-type: none"> No, Mzilikazi's love for Umnandi does not make him more likeable. He is still a bad man who kills many people to assert his power. Yes, Mzilikazi's love for Umnandi makes him more likeable. He shows more human qualities which make him more relatable. We can see that he does have good parts to 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.

Discuss the following questions:

Refer to pages 81–82:

- a QUESTION 1: Explain what makes Mhudi ‘fall in love’ with the Boers.
 - b QUESTION 2: Explain why Mhudi’s love for the Boers quickly disappears.
- 3 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:
 - Mhudi fell in love with the Boers because her husband loves them. She trusts her husband’s judgement.
 - Mhudi falls in love with the Boers because De Villiers is able to speak her language.
 - Mhudi fell in love with the Boers because De Villiers’s mother gives her cookies and a package to take home to her children.
 - b QUESTION 2: Possible answers:
 - Mhudi’s love for the Boers quickly disappears because she sees an old woman verbally abuse and attack a black woman with a hot iron poker.
 - She also sees the Boer man and woman torture the woman.
 - None of the other Boers standing around do anything to help the black woman. This shows that they see her treatment as acceptable and normal.

Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to ‘Outside one of the huts...’ on pg. 81 to ‘...took it as a compliment.’ on pg. 82:
 - 1.1 In this extract, a black woman suffers abuse at the expense of the Boers. State all the abuse she experiences and who commits the abuse. (3)
 - 1.2 What does De Villiers’ mother’s reaction to the abuse tell us about how she views black people? (2)
 - 1.3 Quote 2 consecutive words which show that the Boers feel nothing about what the girl goes through. (1)
 - 1.4 Explain why it is ironic that the Boers think being referred to as ‘my husband’s friends’ is a compliment. (1)

B: Answers

1.1

- First, an old man verbally abuses her. (1)
- Then, an old lady beats her with an iron rod that has just come out of the fire. (1)
- A young man then takes her back to the old woman, and together they put her ear into a vice and close it onto her ear. (1)

1.2

- She sees them as inferior. (1)
- She sees it as acceptable to punish them violently. (1)

1.3 'callous indifference'

1.4 It is ironic because it is meant as an insult/in a derogatory way. (1)

Mhudi
Reading

CYCLE 5

Reading

Lesson 9: Reading

Preparing for this lesson

- For this lesson, you will read Chapters 15–16, pages 95 to 104.
- 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:

CHAPTER 15:

After a long period of not having any news from De Villiers and Ra-Thaga, the Boers send Van Zyl and two guides to find them. News comes to the Barolong that Ra-Thaga, De Villiers and the rest of the spy team have been taken prisoner by the Matabele. The Boers and the Barolong mourn the loss of the young men. Then, some days later, Ra-Thaga, De Villiers and the other spies return home to Thaba Nchu. The Boers and the Barolong are overjoyed. Ra-Thaga and De Villiers explain that it was actually Van Zyl and his guides who have been captured by the Matabele. They do not know the fate of the men.

CHAPTER 16:

A group of Matabele men try to raid the Basuto tribe's cattle. The Basuto people catch them and physically punish the Matabele. The Matabele flee. Before the soldiers can run away, a friendly message from King Moshueshue is delivered to them. The king says he feels sorry for the hungry men who cannot feed themselves, so he gives them a herd of cattle. The king also says that Mzilikazi must keep the soldiers alive. He gives Mzilikazi a white ox in order to keep the men alive.

The bone thrower warns Mzilikazi that by the time Halley's Comet (a very big, moving star) comes, there will be much violence, war and death. The bone thrower says that the Matabele must move north if they want to avoid destruction. Mzilikazi refuses to move his kingdom north. Van Zyl, and his two guides are captured and brought to the Matabele. The Matabele decide to keep the group of men alive so that they can teach the Matabele about guns.

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

THEME:

Different Types of Power

DEVELOPMENT:

The reader learns of King Moshueshue. He is a powerful, smart leader, who uses sarcasm and wit to intimidate other tribes. He also seems to be a fair person, who doesn't want bloodshed. He knows that Mzilikazi normally kills soldiers who have failed during a mission. King Moshueshue shows them that he is a fair king, when he tries to keep the soldiers safe even though they steal from him. King Moshueshue does not abuse his power. Rather, he acts rationally and fairly. The power of the gun is revealed. Mzilikazi believes it is important to keep Van Zyl alive in order for him to teach the Matabele about guns.

THEMES:

The Value of Traditional Life AND Different Types of Power

DEVELOPMENT:

The Matabele rely heavily on bone throwers and magic. The power of magic is mentioned constantly. Mzilikazi clearly believes in the power of magic, and the power of the bone throwers. However, when the bone throwers tell him something that threatens his power, or his kingdom, he chooses not believe what he has been told. His power is more important to him than what the magicians have to say. He therefore only believes in the power of magic when it suits him or when it goes in his favour. This is a problem because Mzilikazi does not consider the Matabele people when he makes the decision to ignore the bone throwers. He thinks only of his own title, instead of considering the multiple warnings of danger he has received.

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

- 1 **Different points of view:** In chapter 15, the author tricks the reader into believing it was Ra-Thaga and his men who were captured by the Matabele. We become frightened that something has happened to Ra-Thaga, because he is a character we have grown to care about. This creates suspense. The reader is relieved when the point of view changes to the Barolong and we learn that Ra-Thaga is still alive.

Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to page 95.
- 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	...they were welcomed like men returning from the dead.	Theme: Loss and Renewal Character(s): Mhudi and Ra-Thaga	The Barolong and the Boers believe the group of young spies to be dead. When they arrive home, there is great relief and celebration. They are once more filled with happiness. Mhudi is especially happy because her beloved husband returns to her.	Have you ever thought something terrible had happened, but then later learned that nothing bad actually happened? How did you feel when you learned the good news?	This is a personal question and answers will differ from learner to learner.
98	They became more impatient ...the use of fire-arms.	Theme: Different Types of Power	The Barolong want to go to war with the Matabele before the Matabele gain access to fire-arms (guns). The Barolong know that they are in the more powerful position because their allies, the Boers, are armed with guns and don't want to waste time, otherwise the Matabele, too, will also have fire-arms.	Why do you think the Barolong want to go to war with the Matabele before they acquire fire-arms? Before they have a chance to acquire fire-arms?	<ul style="list-style-type: none"> The Barolong want to go to war with the Matabele before they acquire fire-arms because with fire-arms the Matabele will be extremely powerful. It would be hard to beat the Matabele if they have guns. The Barolong are currently in a more powerful position as they have the Boers with their fire-arms. It is unlikely that the Matabele will beat them without fire-arms.
99	...and delivered to him a friendly message from King Moshueshue.	Theme: Different Kinds of Power Structural element: Sarcasm	King Moshueshue sends a sarcastic message to Mzilikazi. He says that he feels sorry for the hungry Matabele impis. He is surprised that men who come from such a powerful army are hungry. He is mocking Mzilikazi and the Matabele people. He sends the herd of cattle in a mocking way. King Moshueshue also asks that the Matabele soldiers are not killed for being unsuccessful and being caught.	<p>1 The tone of the message was so unusual that the defeated raiders, could scarcely believe their ears and eyes.' (pg. 100)</p> <p>What do you think the tone of the message was?</p>	<p>1 Sarcastic and mocking.</p> <p>2 There are no wrong or right answers. Learners must feel free to give their own opinions. Learners must give a reason for their response, like: Yes,</p> <ul style="list-style-type: none"> He is having a laugh when he mocks the impis. However, he treats them with mercy and even gives them food to eat.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
101	'The bones tell me... before the new haven is reached.'	Themes: Prophecy AND Different Types of Power Character(s): Mzilikazi	Moshueshue gives Mzilikazi a white ox to make sure the soldiers stay alive. The Matabele do not realise that this has been done in a mocking nature. They believe that Moshueshue is very kind and loving king. The Matabele promise not to harm King Moshueshue and his people. The bone thrower tells Mzilikazi that there is much death and war on its way. The bone thrower says the Matabele must move north as soon as possible, as that is the only way they will avoid the turmoil. Mzilikazi ignores the bone thrower's prophecy. Mzilikazi says that the Matabele are powerful enough to face any enemy and that a Zulu person never turns their back on trouble.	2 Do you think Moshueshue is kind? Why or why not?	OR No, <ul style="list-style-type: none"> I think King Moshueshue is being unkind – he is making fun of the Matabele. He only gives them cattle to show how much he has. <p>There are no wrong or right answers. Learners must feel free to give their own opinions. Learners must give a reason for their response.</p>
103	One old warrior, who had clearly passed his dancing days...	Structural element: Euphemism	The author uses a euphemism to describe the age of a man. A euphemism is when you say something in a nice way. People use euphemisms so that they do not offend other people, and so that they come across as sensitive. Instead of saying he is very old, the author says he is 'passed his dancing days'. This means his body is too sore and old to dance anymore.	Can you think of other euphemisms to call a person old?	<ul style="list-style-type: none"> Over the hill Rusty Slower Wiser White haired people Passed his/her sports playing days

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.

Discuss the following questions:

- a QUESTION 1: Why do you think it was wise of the Matabele to keep Van Zyl and his guides alive?
 - b QUESTION 2: Why do you think the Matabele called the white people ‘spirits’?
- 3 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:
 - It was wise for the Matabele to keep Van Zyl and his guides alive because the Matabele could use them as spies or to get information about the Boers and the Barolong.
 - Because Van Zyl and his guides could teach the Matabele about guns.
 - b QUESTION 2: Possible answers:
 - The Matabele called white people spirits because they were pale like ghosts.
 - Because they had never seen white people before.
 - Because they brought guns – which the Matabele called magic poles.

Journal questions

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

- 1 Refer ‘Picking up his bones once more,...’ on pg.100 to ‘A Zulu never stepped back for any man.’ on pg. 102:
 - 1.1 Identify the figure of speech used in ‘river of blood’ and ‘stream of blood’. (1)
 - 1.2 Explain how this figure of speech is appropriate. (3)
 - 1.3 Identify Mzilikazi’s tone when he says, ‘Stop this child’s play!’ on pg. 102. (1)
 - 1.4 Why is this tone appropriate? (1)
 - 1.5 Explain what Mzilikazi means when he says ‘A Zulu never stepped back for any man.’ (3)

B: Answers

- 1.1 Metaphor
- 1.2
 - The blood of the Matabele is being compared to a river/stream. (1)
 - This gives us a picture of large quantities of blood being shed. (1)
 - The war is going to be a big one and many people will die. (1)
- 1.3 Angry/annoyed/irritated (1)
- 1.4

- Because he doesn't want to believe the prophecy. (1)

OR

- Because he's heard it before and nothing happened. (1)

1.5

- Zulus don't get told what to do. (1)
- Zulus fight to defend their land. (1)
- Zulus don't run away from danger. (1)

Lesson 10: Reading

Preparing for this lesson

- For this lesson, you will read Chapters 17–18, pages 105–116.
- Practice 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:

CHAPTER 17:

The Barolong agree to help the Boers on condition that they are given the land of their forefathers (where the Matabele currently live), and that Chief Moroka gets to keep rule of Thaba Nchu. The Boers, the Barolong and other allies go to war with the Matabele. The Matabele army is defeated. Gubuza sends a message to Mzilikazi advising the king to move the Matabele kingdom north. The Matabele believe that the Barolong victory is due to the comet (star) in the sky and the prophecy of the bone thrower. The Boers receive much praise for the victory.

CHAPTER 18:

While the Barolong (and Ra-Thaga) are at war, Mhudi suffers from a malarial fever. She is very ill. The Barolong community help her during her time of need. Old women massage her, herbalists cast bones to see what is wrong with her, her friends take her children to their own homes and look after them, and every evening somebody sits in her hut to make sure she is okay. One night she has a dream that her husband has been attacked by a Matabele soldier and needs help. Mhudi wakes from her dream feeling cured from her illness. She sets out on her own to find her husband.

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

THEME:

Love

DEVELOPMENT:

We see how much the Barolong community cares for Mhudi. They will do anything to help her during her time of need. We also see how much Mhudi loves Ra-Thaga. She is willing to risk her life, and risk never seeing her children again, to save his life. When she thinks there is a chance he might be hurt, she sets off to save him – she does not think twice!

THEME:

Prophecy

DEVELOPMENT:

The Matabele believe that the prophecy about the comet is coming true. They believe that if they don't move north, the whole Matabele kingdom will be destroyed. Mhudi has a prophecy that Ra-Thaga is attacked by a Matabele soldier. She believes she can save him, so she sets out to find him.

THEME:

Patriarchy/Role of Women

DEVELOPMENT:

Mhudi shows that there is so much more to her than the roles of wife and mother. She shows that many stereotypes about women are untrue. She is not weak and timid, she is brave and strong. Mhudi shows courage that is admirable. This breaks down the stereotype that women need to be rescued by men. In traditional stories, women are often saved by men. However, in this story we see that Mhudi rescues Ra-Thaga on multiple occasions.

THEME:

Different Types of Power

DEVELOPMENT:

We see the power of the gun once again. Guns are a manmade invention. They were created to help people gain power and defeat enemies. Guns therefore go hand in hand with wanting power, and with being the most powerful. The Matabele army are not powerful enough to fight against guns. After the victory against the Matabele, the Boers gain some power. They are granted power because people believe the victory was mainly due to them – so the Barolong praise them and even convert to their religion. This shows us that when you are victorious in war, you often gain support from people. They see you as being powerful. The power of weaponry (guns) makes it easier for people to claim land and power in foreign places.

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

- 1 Climax:** The story reaches its climax (the part of the story with the most action/problems) when the Barolong and the Boers defeat the Matabele.
- 2 Personification:** The author uses personification to describe powerful scenes in the text. This adds to the visuals (images the reader gets in their head), and adds to the power of the author's message. For example, Plaatjie writes 'The very bees hived in hollow tree-stems swarmed forth as if to enquire what the matter was. Meeting the charges and counter charges of the two armies, they probably demanded a reason for the upheaval' (pg. 108). The author gives human qualities to the bees. He says the bees wanted to know the reason for the war. The bees were not satisfied with the answer from the humans, so they attacked them (stung them). In other words, war is so powerful that even the animals are scared and want to know what is happening.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
107	...where they saw the tail of the comet transfixed above the horizon.	Themes: Prophecy AND Value of Traditional Life	The Matabele bone thrower predicts that when the tail of the comet becomes visible, there would be much violence and bloodshed. We see that the bone thrower's prophecy was correct, because when the comet appears, there is much bloodshed and war. We are able to see why people believed in the prophecies of the bone throwers.	How do you think the Matabele soldiers felt when they saw the tail of the comet?	<ul style="list-style-type: none"> They felt terrified when they saw the tail of the comet because they knew death was on the horizon (was coming for them). They were probably shocked to see the comet as the bone thrower had predicted.
107	'Why, the tail is pointing straight in the direction of Inzwinyani!'	Theme: Value of Traditional Life	The Matabele soldiers believe that the Barolong and their allies have put strong spells on the Matabele. The spell includes bringing victory for the Barolong and their allies. They believe the Barolong curse aimed the comet in the direction of their capital.	Do you believe it is sorcery (witchcraft) that will bring the Barolong victory?	<p>There are no wrong or right answers to this question. Allow for discussion and debate.</p> <p>Some learners may believe in witchcraft and spells, while others may not. Be sensitive to different beliefs and try to let all learners share their opinions (even if they differ a lot!)</p>
108	He had certainly been marked out...of his army was humiliating.	Theme: Different Kinds of Power Character(s): Guzuba	Gubuza is a strong and powerful general. However, now, he feels defeated by the war. He prides himself on being a soldier and leader, so he is demoralized when the Matabele are defeated. Guzuba always knew that the Barolong would try to seek revenge. He knew the tribe should have moved north. Again, he tells the king he must move the tribe north.	Do you think Gubuza felt like he lost some of his power when the Matabele are defeated?	<ul style="list-style-type: none"> Yes, I think Gubuza felt he lost some of his power when the Matabele lost. He was known as a powerful army general. Now that he has lost, he probably doesn't know what his new role will be. He probably fears for his life as the Mzilikazi may kill him for losing the war.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
109	Villagers in the vicinity resounded with a thrilling song of joy.	Theme: Loss and Renewal	<p>People celebrate the victory against the Matabele. After such a long time of being oppressed by the Matabele, people are finally filled with joy and hope. There is a sense of renewal after a long period of suffering.</p> <p>On the other hand, we know that the Matabele must be feeling a great sense of loss.</p>	Do you think that getting revenge is a good way to get renewal after a loss?	<p>There are no wrong or right answers. Learners must give a reason for their response, like:</p> <p>No I do not think revenge is a good way to get renewal after loss. If you get revenge, it means other people have to suffer in order for you to get renewal. This will repeat the negative cycle of human pain and suffering.</p>
113	'I would be pleased if you will do me a real cousinly favour. That is, take care of my hut for me while I go away for a few days.'	<p>Themes: Love AND Prophecy AND Patriarchy/ Role of Women</p> <p>Character(s): Mhudi</p>	<p>Mhudi has a dream that Ra-Thaga is attacked by a Matabele soldier. She is cured from her illness. She wants to go save Ra- Thaga. This shows her fearless nature and devoted love for Ra-Thaga.</p> <p>Mhudi goes against gender norms. She goes to rescue her husband. Gender norms about women needing to be saved and protected still exist today. Here, we see that Mhudi is strong and fearless – she is the rescuer, not the rescued!</p>	What words would you use to describe Mhudi in this situation?	<ul style="list-style-type: none"> • Brave • Fearless • Delirious • Madly in love • Adventurous • Admirable • Selfless • Selfish for leaving her children

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.

Discuss the following questions:

- a QUESTION 1: On pages 109 and 110 we notice the Boers get much praise from surrounding villagers and tribes. Many people even convert their religion to Christianity – the same religion as the Boers. Do you think that this change in religion is a good or bad thing? Give a reason for your answer.
 - b QUESTION 2: In chapter 18 the reader is once again shown Mhudi's determination and bravery. She will stop at nothing to find her husband. Can you describe a scenario (situation) where you have shown complete determination? For example, being determined to get an A on a test, to make the soccer team, to get into university, to help a friend who is in trouble etc. How did you feel when you were determined to do something?
- 3 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:
 - I think that the change in religion is a good thing. The Boers helped people to become Christians, learn the ways of the bible and become closer to the Christian God.
 - I do not think this conversion of religion was a good thing. People in the surrounding areas let go of their traditional beliefs and values to follow a foreign religion.
 - I do not think that the change in religion was a good thing. The Boers are the ones who brought Christianity into the area, and therefore people may praise the Boers and look to them for advice about religion. This gives the Boers a lot of power, because they can distort Christianity to oppress the villagers.
 - b QUESTION 2:
Answers will differ from learner to learner. Allow for learners to share their stories.

Journal questions

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

1 Refer to ‘Behind a distant ridge,...continuing to act.’ on pg. 107:

1.1 Choose the correct answer to complete the following sentence. Write only the letter (A-D) next to the number (1.1). (1)

The Matabele soldiers feel...

A angry.

B nervous.

C confident.

D sad.

1.2 Explain the prophecy to which the extract is referring. (3)

1.3 Discuss the effectiveness of men on horses looking like a ‘hideous monster’. (3)

B: Answers

1.1 B (1)

1.2

- The prophecy was made by the bone throwers. (1)
- The prophecy states that the Matabele should move north before the star with the long tail appears. (1)
- Further, if they don’t move north, they will all die in bloodshed. (1)

1.3

- The Matabele have not seen large quantities of men riding on horses together before. (1)
- When the men get off the horses to shoot, it looks like the monster is coming apart. (1)
- And, even though the monster is now separated in two, both parts can move (the man and the horse). This looks very frightening to the Matabele. (1)

Mhudi

Reading

CYCLE 6

Reading

Lesson 11: Reading

Preparing for this lesson

- For this lesson, you will read Chapters 19–20, pages 117–133.
- Practice 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:

CHAPTER 19:

The friendship between Ra-Thaga and De Villiers continues to grow. Ra-Thaga tells De Villiers that he should marry Viljoen's sister, Hanneltjie. De Villiers realizes that he likes Hanneltjie in a romantic way. Ra-Thaga and De Villiers come across Viljoen and Taolo, who they thought had been captured and killed by the Matabele. Mhudi finds Ra-Thaga and De Villiers. She is accompanied by Umnandi and another Rolong woman who had been a prisoner of the Matabele for many years. Mhudi had met the two women on her journey to find Ra-Thaga. She learns that Umnandi has been hiding amongst Mogale's people. Umnandi has decided to go and find and comfort her husband after hearing of the Matabele defeat. The Rolong woman ran away from the Matabele during the attacks, and was grateful to find Mhudi. Umnandi has become good friends with Mhudi, despite their differences. Umnandi and Mhudi agree that so long as man is alive, there will be war. Mhudi helps Ra-Thaga heal his injured arm. A Matabele spear injured his arm during battle, like in Mhudi's dream. In Mhudi's dream she had seen Ra-Thaga being stabbed with a spear, but it was not clear where he was stabbed.

CHAPTER 20:

Mzilikazi is devastated by the loss of the Matabele. He is also devastated by Umnandi's disappearance and the downfall of his empire. Gubuza suggests to Mzilikazi that he moves the Matabele north. Mzilikazi finally agrees. Mzilikazi gains support with a powerful and inspiring speech. He also warns that the Bechuana people will be very disappointed by the Boers. He says that the Boers will take land away from the Bechuana, use their people in war, and as slaves.

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

THEME:

Friendship despite Differences

DEVELOPMENT:

De Villiers and Ra-Thaga continue to build on their friendship. De Villiers says that he gets on more with Ra-Thaga than his own people. Mhudi and Umnandi become very good friends despite the fact that one woman is a Barolong and the other is a Matabele. They see one another's good qualities and realise that they have things in common. We see throughout the story that people can develop bonds, even if they come from very different backgrounds and cultures.

THEME:

Different Types of Power

DEVELOPMENT:

Mzilikazi speaks of his dreams to take over much of South Africa – including Zululand. This shows that he is power hungry and wants to rule as much as possible. When the Matabele are defeated, he is still able to keep support because he inspires confidence and hope in people.

This shows that no matter the circumstances, he has power over people because he is clever and charismatic. He is also a driven leader.

THEME:

Prophecy

DEVELOPMENT:

Mzilikazi wishes that he had listened to the prophecies of the bone throwers. He believes they wouldn't be in this very bad situation if he had moved the kingdom north long ago. Mzilikazi prophesises that the Boers will turn against the Bechuana people – and the Bechuana will suffer at the hands of the Boers.

THEME:

Loss and Renewal

DEVELOPMENT:

The Barolong and the Boers are victorious after a long period of suffering and loss. They are filled with joy and hope once more. The theme of loss and renewal is also apparent when Ra-Thaga and De Villiers find Van Zyl and Taolo who they believed to be dead. When they see these men they are filled with joy that they can tell the men's families that they are

alive. The Matabele will now have to go through the process of loss and renewal. They have suffered a great loss, and now they have to try and rebuild their kingdom.

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

- 1 Dialogue:** In chapter 19 there is conversation between De Villiers and Ra-Thaga. This dialogue gives the reader an indication of how natural their friendship is, and how they feel comfortable enough to tell one another anything. Ra-Thaga tells De Villiers about Hannetjie's admiration for De Villiers. He tells De Villiers that she likes him and he should pursue a relationship with her.
- 2 Dramatic irony:** Mzilikazi warns that the Bechuana people will be gravely disappointed by the Boers. The Boers will take land away from the Bechuana and use the Bechuana people as slaves and as soldiers. This is dramatic irony because the author and the reader know that the Boers turn on black people in South Africa, and he knows that the Boers cause much pain and strife for black people in South Africa. The author and readers know something the characters do not yet know: this is dramatic irony. Both the author and the reader know that the Bechuana should listen to the warnings.
- 3 Different points of view:** The reader is once again made aware that the narrator is Ra-Thaga and Mhudi's child. The narrator tells us that his father (Ra-Thaga) told him that the Boers could not sing, but on the day of the victory over the Matabele, the Boers sang their hearts out. This gives the reader the impression that the stories about Mhudi and Ra-Thaga are not fictional, but rather stories that the author has heard from his parents. This adds to the sentimentality of the text. It makes us care about Mhudi and Ra-Thaga even more.
- 4 Falling Action:** The fighting has ended and the Matabele move north. De Villiers is persuaded to marry Hannetjie and Ra-Thaga and Mhudi are reunited. This shows that the problems and conflict have been solved. We know the story must be coming to an end.

Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to page 117.
- 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
118	'But to tell the truth,...than with many of my own people.'	Theme: Friendship despite Difference Character(s): De Villiers and Ra-Thaga	De Villiers has a closer bond and friendship with Ra-Thaga than he has with many of the Boers. De Villiers says that he relates to Ra-Thaga on a deeper level than he relates to the Boers. This shows us the even though people are different, they can still form close bonds and friendships if they understand and respect one another. Ra-Thaga and De Villiers do not ignore their differences, but rather discuss them and learn from one another's cultures and traditions.	Do you have a closer friendship with someone who is different from you than with people who are considered to be the same as you?	This is a personal question and answers will differ from learner to learner. Allow for discussion.
122	'I did not ask anybody's permission.'	Theme: Patriarchy/ Role of Women Character(s): Mhudi and Ra-Thaga	Mhudi tells Ra-Thaga that she did not need anybody's permission to leave and find him. She does not believe that she needs the permission of a man to do what she wishes. Even though Mhudi is a strong, grown woman who has been on many adventures and been in many dangerous positions, Ra-Thaga still thinks that Mhudi needs permission. This shows that Ra-Thaga does not trust Mhudi's instincts, and believes that a man should have told her what to do. It is important to note, that in today's world, these patriarchal structures still exist. Many people believe that girls and women should ask their father's/husband's permission to do something, even when they are grown and capable of making decisions by themselves.	Do you think that in today's world, women need to ask their husband or partner's permission to do something?	There are no wrong or right answers. Learners must give a reason for their response, like: No, I do not think a woman needs to ask her father or partner's permission to do something. If a woman wants to do something, she should have the power to make her own decisions.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
123	'The Boers are cruel but sometimes they breed angels.'	Themes: Friendship despite Difference AND Different Types of Power Character(s): Mhudi and Hannetjje	Mhudi becomes friends with Hannetjje, a pretty Boer girl (the angel that Mhudi refers to). They confide in one another about how the beating of innocent 'Hottentots' makes them feel. The Boers show that they believe themselves to be more powerful than the 'Hottentots' when they physically and mentally abuse them.	On pages 122 and 123, what happens to confirm Mhudi's belief that the Boers are cruel?	<ul style="list-style-type: none"> The Boers beat and abuse an innocent 'Hottentot' child. The Boers also beat a 'Hottentot' man when two oxen on his wagon get tangled. The Boers blame the man, flog him and verbally abuse him.
123	'This beautiful lady,' she said, 'is Queen of the Matabele.'...	Theme: Friendship despite Difference Character(s): Umnandi and Mhudi	Mhudi befriends Umnandi, the queen of the Matabele. Mhudi sees the good in Umnandi and becomes friends with her even though there tribes are at war with each other.	Why do you think it could have been difficult for Mhudi to become friends with Umnandi?	It could have been difficult for Mhudi to be friends with Umnandi because it was Umnandi's husband and people that massacred Mhudi's people. However, Mhudi sees past that, and becomes friends with her anyway.
125	'...so long as there are two men left on earth there will be war.'	Themes: Different Types of Power AND Patriarchy/ Role of women Character(s): Umnandi and Mhudi	Umnandi and Mhudi discuss the end of the war and terror. Umnandi feels that there will never be an end to war as long as there are men on the planet. War is one of the ways in which men show their power and dominance.	If the world's leaders were mostly women, do you think there would be as much war as there is in the world as there is today?	There are no wrong or right answers. Learners must give a reason for their response. Allow for discussion.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
133	'...they will entice the Bechuana youths...the spoils of the victory.'	Themes: Prophecy AND Different Types of Power Character(s): Mzilikazi	Mzilikazi gives a powerful speech which gives the Matabele people hope. Mzilikazi says that the Boers will eventually turn on the Bechuana people. They will use them in war, use them as slaves, and take their land away. Even though he has disappointed his people, he still holds power and people still trust him. The way in which Mzilikazi rules has not changed. He still believes that violence and power are the answer to all problems. He believes that the Barolong will get what they deserve, when the Boers betray them. This shows that he has not learned the power of forgiveness, or the power of unity. Instead of warning the Bechuana personally, he will allow them to be betrayed by the Boers and get attacked. This is a way for him to gain revenge.	<p>1 Do you think Mzilikazi's prophecy will come true?</p> <p>2 How do you know?</p>	<p>1 Yes, Mzilikazi's prophecy will come true. The Boers will turn on black people and treat them very badly. They will take away land, use black people as slaves and 'rule' over all the land. Boers will hold much of the power in South Africa.</p> <p>2 We know because this book is historical fiction. That means that even though the story is not true, many of the events are. It happened in the past. We know how the events unfolded in history.</p>

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.

Discuss the following questions:

- a QUESTION 1: Refer to pg. 121. Why do you think Ra-Thaga is angry to see Mhudi?
 - b QUESTION 2: If you were Mhudi, do you think you would have been able to form a friendship with Umnandi? Explain your answer.
- 3 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 angry to see Mhudi because she went on a dangerous journey by herself. He is worried for her safety.
 - He is angry to see Mhudi because he feels embarrassed. He thinks that the other soldiers will look down on him for needing his wife to help him in battle.
 - He is angry because Mhudi has left their children alone.
 - b QUESTION 2: Possible answers:
 - I do not think I would have been able to become friends with Umnandi. It was her husband and the Matabele people who killed the Barolong people in Kunana.
 - If I was Mhudi I do think I would be able to be friends with Umnandi. Women did not have power over what happened in war, and they were not the people who decided to attack or massacre people. The wives of kings were not allowed to give their opinions on war and current affairs. Therefore, I would have tried to see Umnandi as a person, and tried to see the good things about her.
 - If I was Mhudi I would have been friends with Umnandi. They were in similar positions, they were both brave women who were looking to comfort their husbands during their times of need.

Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to “I do with the Matabele...” on pg. 117 to “...of a wifeless boy?”:
 - 1.1 Explain why the Boers wouldn’t allow Ra-Thaga a place in their army. (1)
 - 1.2 What does this extract tell us about societal norms around marriage at the time the novel was written? (2)
 - 2 Refer to “Man, Ra-Thaga, I always...you wouldn’t believe me.”
 - 2.1 Explain why this extract is offensive. (2)

B: Answers

1.1 They don't see black people as equals, so they wouldn't want them to fight alongside them. (1)

1.2

- Ra-Thaga says that he could not be De Villiers' right-hand man while he is not married. (1)
- This shows us that men were considered boys until they were married. (1)

2.1 It is offensive because...(Learners can choose any 2 of the following):

- It suggests that black and white people have different hearts (hearts that feel differently, think differently, respond differently etc.) (1)
- It implies that white people's hearts are better than black people's. (1)
- It implies that Ra-Thaga is only a 'good' black man because he has a heart similar to a white person's. (1)
- It suggests that people with black skin do not have 'good' hearts. (1)

Lesson 12: Reading

Preparing for this lesson

- For this lesson, you will read Chapters 21–22, pages 134–143.
- Practice 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:

CHAPTER 21:

Mzilikazi is reunited with Umnandi. The Matabele set up in Bulawayo and form the kingdom of Matabeleland. They become a successful kingdom once more.

CHAPTER 22:

De Villiers is reunited with Hanneljie. He asks her parents' permission to marry her. Ra-Thaga and Mhudi decide it is time to go home to Thaba Nchu. Their friends Hanneljie and De Villiers do not want them to leave. They give Mhudi her own wagon as a gift. The Boers are not happy with De Villiers for giving such a generous gift to a black woman. Mhudi and Ra-Thaga travel home on their wagon. Ra-Thaga promises to never leave Mhudi again.

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

THEME:

Loss and Renewal

DEVELOPMENT:

Mzilikazi's grief goes when he sees that Umnandi is still alive. He is filled with happiness and hope. After having suffered a great loss, the Matabele reform a successful kingdom and are once again powerful. This reflects the Barolong process of loss and renewal that we have seen throughout the story (After suffering a great loss, the Barolong moved to Thaba Nchu and reestablished themselves).

THEME:

Love

DEVELOPMENT:

Mzilikazi's love for Umnandi is very strong. Once she returns, his spirits are lifted and he is joyful despite all the loss the Matabele have endured. Ra-Thaga and Mhudi's love is also very strong. At the end of the novel, Ra-Thaga promises never to leave Mhudi again. The love that De Villiers feels for Hannetjie keeps him strong on his journey home. He loves her and can't wait to marry her.

THEME:

Different Types of Power

DEVELOPMENT:

The reader is made aware of how powerful religion is to the Boers. They believe that the bible is the truth and they do not question it. In a sense, Christianity and religion hold power over the Boers. They are scared of the consequences of doing something that is against the bible. The Boers show that they believe themselves to be superior and more powerful than black people. As we know from South African history, this belief will continue and gain momentum.

THEME:

Friendship despite Difference

DEVELOPMENT:

The friendship between De Villiers and Ra-Thaga is very strong. De Villiers and Hannetjie do not want their friends, Ra-Thaga and Mhudi, to go home to Thaba Nchu. Even though the rest of the Boers are very against the friendship between the two couples, De Villiers and Hannetjie continue to show their love for Ra-Thaga and Mhudi. This indicates that sometimes people will not support you being friends with people who are different. In this case, the Boers did not want Ra-Thaga and Mhudi to be friends with Hannetjie and De Villiers because they think less of black people. The Boers want distance between the two groups of friends (and between white and black people in general). It is easier to hate, oppress and use people who you don't know.

THEME:

Patriarchy/Role of women

DEVELOPMENT:

De Villiers asks Hannetjie's parent's permission to marry her. We see that women are not treated as equal to men. Men do not have to get permission from their parents to get married – they are seen as being independent. However, a woman is thought of as

belonging to someone else (like an object). By asking the woman's father for permission, it implies that the woman is her father's property. The woman belongs to her parents until she finds a suitable man to look after her. Hanneljie is a grown woman who has experienced much in life, but she still does not have the power to make important life decisions on her own. The tradition of asking a woman's parents for permission to marry her is patriarchal – it is unequal and shows the different ways men and women are treated.

Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to page 134.
- 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
135	'Umnandi! My long lost wife!'	Themes: Loss and Renewal AND Love Character(s): Mzilikazi	Mzilikazi is overjoyed when he learns that Umnandi is alive. All of his grief disappears and we get a sense of hope for the future.	Do you think the return of Umnandi will help Mzilikazi to become a powerful leader once more?	There are no wrong or right answers. Learners must give a reason for their response, like: Yes, Umnandi's return will help Mzilikazi to become a powerful leader again. He is no longer in mourning, so he can focus on rebuilding his kingdom.
136	'A great magician has arrived! He makes the dead to walk...'	Theme: The Value of Tradition	The Matabele people believe a magician has brought Umnandi back to life.	Do you think it was the power of magicians that kept Umnandi alive and helped her reach Mzilikazi?	There are no wrong or right answers. Learners must give a reason for their response.
136	He, too, was not...by her own hand;...	Theme: Patriarchy/ Role of Women Character(s): Mzilikazi and Umnandi	Mzilikazi does not want to have a celebratory feast until Umnandi has cooked him a meal and made him beer with her own hands. Umnandi's cooking and beer making skills are some of the things that the King values most about his wife.	Do you think it is right that Umnandi has to make a meal and make beer after returning home after such a long time?	There are no wrong or right answers. Learners must give a reason for their response, like: No, I do not think it is right. People should celebrate Umnandi's return by looking after her and making her a meal. OR Yes, I think it is fine. Umnandi missed her husband. Cooking is an important tradition for women. It makes sense that Mzilikazi wanted her to cook for him.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
138	...the Matabele grew in power and affluence,...	Theme: Loss and Renewal	After suffering a great loss, the Matabele have grown into a strong and powerful kingdom again. In the novel there is a constant cycle of loss and renewal. This means that we see those who have lost gain renewal, and those who have gained things eventually lose them. The author has possibly set the text up in this way to show the reader that no matter how much loss you have suffered, renewal is possible.	<p>1 Do you think the Matabele learned a lesson from the way they acted in the past?</p> <p>2 Do you think Mzilikazi will rule with less violence and fear?</p>	<p>1</p> <ul style="list-style-type: none"> • Possibly. Maybe now that they have experienced defeat, they will be less likely to attack and kill other tribes. • No. They will continue to want more and more land and people as this is what makes them powerful. <p>2</p> <ul style="list-style-type: none"> • Maybe Mzilikazi will be less of a dictator and think more before he acts. • No. Mzilikazi will always rule with violence and fear, because that is the only way he knows.
141	...it would be gross heresy to dispute a single word in that sacred book – God’s Holy Word.	Theme: Different Types of Power	The power of religion is displayed in chapter 22. The Boers take what is written in the bible as fact, and they do not question it.	The Boers believe that they are God’s chosen people. Do you believe that there is one group of people who are God’s chosen people?	No, everybody in the world is equal. If people believe that they are God’s chosen people, they believe that they are better than everyone else. When people believe that they are superior, they often treat other people badly and take advantage of them.
143	‘From henceforth I shall have no ears...- the call of your voice.’	Theme: Love Figurative language: Metaphor	Ra-Thaga uses Mhudi’s voice as a metaphor for his love for her. He promises that he will never leave her again and that he will always be there for her. Mhudi and Ra-Thaga’s love for one another is very deep and clear to see.	Do you think that Ra-Thaga literally means the only call he will hear is the sound of Mhudi’s voice?	No, Ra-Thaga means that he will not be willing to go to war because he needs to be by Mhudi’s side. His love for Mhudi is more powerful than the need to go to war – he promises he won’t leave her again.

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.

Discuss the following questions:

- a QUESTION 1: Before the men left for war, De Villiers had never really spoken to Hannetjie. She had admired him from afar, but they had never gotten to know one another. On his journey home, De Villiers keeps the image of the girl he loves in his mind. He is excited to see Hannetjie and marry her. Do you believe that De Villiers truly loves Hannetjie at this point? Explain your answer.
 - b QUESTION 2: Explain why the Boers are ashamed at De Villiers and Hannetjie for the way they treat Ra-Thaga and Mhudi.
- 3 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:
 - No, I don't believe De Villiers loves Hannetjie at this point. I think he loved the idea of going home to someone who would love him and take care of him.
 - No, I don't think De Villiers loves her at this point. He thought she was attractive but he did not know who she truly was as a person.
 - Yes, I do think he loves her. He knew from what he had been told that she was a good woman who would be a good wife. Ra-Thaga believes they would be a good match, and he trusts his friend. So he let himself love Hannetjie.
 - b QUESTION 2: Possible answers:
 - They are ashamed because they believe that the Boers are superior to black people, and it is wrong to give them gifts.
 - They are ashamed because the Boers believe they are God's chosen people and that black people are sinners.
 - They are ashamed because they do not think black and white people should associate with each other/can be friends.

Journal questions

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

- 1** Refer to ‘That evening, when drowsy...had fallen in love with Mhudi.’ on page 148:
 - 1.1** Explain who the two ‘ecstatic young persons’ are in the extract. (2)
 - 1.2** Explain why Mhudi is so happy for the couple. (3)
 - 1.3** Discuss how the themes of ‘Love’ and ‘Friendship despite Difference’ feature in this extract. (2)

B: Answers

1.1 De Villiers (1) and Hanneltjie (1)

1.2

- Mhudi really likes De Villiers because he is ‘the only humane Boer...’ (1)
- She goes to know Hanneltjie well and realises that she is also a kind person with a different attitude towards black people unlike the rest of the Boers. (1)
- She is thus happy because two of her favourite people are now engaged and she is happy for them. (1)

1.3 Love:

- We see the true love between Hanneltjie and De Villiers as now they are engaged to be married. (1)

Friendship despite Difference:

- The strong bond of friendship is evident between Ra-Thaga and De Villiers. (1)

OR

- The strong bond of friendship is evident between Hanneltjie and Mhudi. (1)

Mhudi
Reading

CYCLE 7

Post-reading and writing

Lesson 13: Reading

Preparing for this lesson

- 1 Explain to learners that in this lesson they will think about the themes in ‘Mhudi’, and decide which character in the novel is most closely associated with (connected to) each one.
- 2 Remind them of the seven themes that we have discussed while reading. Write the themes on the board, and instruct learners to copy them down in their notebooks:
 - a Value of Traditional Life
 - b Love
 - c Patriarchy/Role of Women
 - d Prophecy
 - e Different Types of Power
 - f Friendship despite Differences
 - g Loss and Renewal
- 3 If necessary, briefly revise what each one is. You can do this by choosing seven learners, and asking each one to briefly explain the meaning of one of the themes.

Connecting Themes and Characters (15 minutes)

(NOTE: There are two options for this activity provided below. Choose the one that you think works best in your circumstances.)

OPTION 1: CONNECTING THEMES AND CHARACTERS THROUGH A SILENT CONVERSATION

- 1 Get seven pieces of poster paper (A1 or A2 size). On each one, write the name of one of themes in big, bold writing at the top of the page. Stick these posters up on the walls at seven points around the classroom.
- 2 Push the desks away from the walls so that it is possible to walk all around the room and get to each poster.
- 3 Explain to learners that they are going to have a silent conversation. This means that they cannot say a word. Instead, they are going to communicate their ideas to each other through writing.
- 4 Instruct learners take a pen with them, and walk up to any one of the posters.
- 5 They must read the name of the theme, and then on that poster write the name of the character that they think is most closely associated with the theme. Below the name they have written, they must write a sentence or two explaining why they have chosen that character.

- 6 Once they are finished, they can move to the next poster and repeat the activity. They can move around in any order until they have written one character's name on each poster.
- 7 Explain to them that they do not have to choose the same character as other learners have, as there is no one right answer for each theme. They may also choose the same character for more than one theme, as some characters are closely associated with more than one theme.
- 8 As well as writing characters' names, they can also choose to respond in writing to what other people have written. For example, if someone has written a name on a poster, and someone else thinks that this is a bad choice, they can write that next to the name to politely explain why they disagree. Or, if they think that someone else's choice of character is a good one, they can respond in writing with why they agree.
- 9 Give learners 10 to 15 minutes to complete the activity. It's ok if they don't all visit all 7 posters.
- 10 Instruct learners to sit down, and next to each theme in their notebook, they must write down the name of the character that they think, after doing the silent conversation, is most closely associated with that theme.

OR

OPTION 2: CONNECTING THEMES AND CHARACTERS THROUGH INDIVIDUAL WORK

- 1 If you do not have access to poster paper, or if you don't think the silent conversation would work in your classroom, you can replace the silent conversation with a simple activity that learners can do individually in their notebooks.
- 2 For each theme that you have written on the board, write three characters' names next to it. It could look like this:
 - a Value of Traditional Life – Mzilikazi/the Matabele/the Barolong
 - b Loss and Renewal – the Barolong/Mhudi/Ra-Thaga
 - c Love – Mhudi/Ra-Thaga/Umnandi
 - d Different Types of Power – Chief Moroka/Mzilikazi/the Boers
 - e Prophecy – Mhudi/Zulu bone thrower/Gubuza
 - f Patriarchy/Role of Women – Mhudi/Barolong/Matabele
 - g Friendship despite Differences – Mhudi/Umnandi/Ra-Thaga
- 3 Instruct learners to copy the names of the themes down. For each one, they must choose one character from your list of three. They must choose the character who they think is most closely associated with that theme.
- 4 Explain that it is ok if they choose the same character for more than one theme, as some characters are closely associated with more than one theme. Explain that it is ok if their choices are different from other learners' choices, as there is no perfect match for each theme.

WRITING (THIS MUST BE COMPLETED FOR OPTIONS ONE AND TWO)

- 1 Instruct learners to each select three out of seven themes.
- 2 For each of their three choices, they must write a paragraph in their notebook, explaining the reasons for their choice. This means that they must explain how the character they have chosen for that theme is associated with the theme.
- 3 Each paragraph can have the theme it is about as a heading.
- 4 Explain that in each paragraph, they must refer to at least one scene from the novel that shows the connection between the theme and character. They do not have to give the page number, but they must clearly explain to which scene they are referring.
- 5 Explain that learners must have their novels on their desks as they write, so that they can refer to the text for help.
- 6 As they write, walk around the room and assist learners who are struggling to find the vocabulary they need or those learners who are struggling to stay on task.

Below is an example of what these paragraphs could look like. You can choose to share it with your learners if they need to see what theirs should look like, but please note that this is not the only correct paragraph for 'Loss and Renewal'. Someone else could argue that another character is most closely associated with the theme instead. This is merely an example.

Loss and Renewal

Mhudi is closely related to the theme of Loss and Renewal. During the Matabele massacre in Kunana, Mhudi loses her entire family and tribe. She runs away and lives in the jungle by herself for a long time. When she meets Ra-Thaga her body is filled with love and hope. The pain she feels about the massacre of her family does not go away, but her love for Ra-Thaga makes it easier to cope with.

When she has her own children with Ra-Thaga, she loves her family so much. The loss she feels about her Barolong family is not as strong as the feelings of love that she feels for her own, new family. When Ra-Thaga and Mhudi are accepted into a different branch of the Barolong in Thaba Nchu, both of them feel that they have got a new family and a new place to call home. They feel renewed.

Conclusion

- 1 Settle learners so that you have their attention.
- 2 Ask a few volunteers to read their paragraphs out to the class. Praise them for their strengths, and make a few specific suggestions for improvement.
- 3 Instruct learners to finish their three paragraphs for homework. Explain that they will be using them in the next lesson, so if they come to class without their work complete they will not be able to participate in the next activity.

Lesson 14: Reading

Preparing for this lesson

- 1 Move the desks in your classroom into seven groups.
- 2 On each group place a piece of paper containing the name of one of the themes that you wrote on the board in the previous lesson. This means that every group of desks will have a different theme written on it.
- 3 Meet learners outside the classroom.

Group Debates

- 1 Explain to learners that when they walk into the room, they must look at the theme written at each group, and sit down at the one that they are most interested in. Explain that the theme they sit at must be one of the themes that they wrote a paragraph on in the last lesson.
- 2 If lots of learners choose one theme, and the group becomes far too big, split the group into two and let both groups write about the same theme. On the other hand, if a group has only one or two learners in it, try to get a few other learners to join them, or simply join them to another group so that they have enough people to work with.
- 3 Once learners are seated, explain that in this lesson they will use the paragraphs that they wrote in the last lesson and completed for homework.
- 4 Instruct learners to open their notebooks to their paragraph about the theme that corresponds to the group they are sitting at. For example, if a learner is sitting at the group for 'Patriarchy/Role of Women', they must open their notebook to their paragraph about the character most closely associated with 'Patriarchy/Role of Women'.
- 5 Explain that learners will discuss in their groups why they chose the characters that they chose. They can do this by reading out their paragraphs.
- 6 If learners in that group have chosen different characters, they must discuss their different choices, and debate which one is the best fit for that theme. The best choice is the one that has the strongest connection to that theme, backed up by reference to the novel and clear arguments. The group must try to come to consensus (agreement) on which character is the best fit for that theme.
- 7 Give learners 20–25 minutes to do this. Walk around the room and assist groups that are struggling to stay on task, or struggling to come to consensus.

REPORT BACK

- 1 Settle learners so that you have their attention.
- 2 Explain to learners that they must select a spokesperson from their group who will briefly report back to the class on what their group decided.
- 3 Give learners two minutes to select their spokespeople.

- 4 Give each group two minutes to report back to the class. Guide them to share the following information: what their theme is, which character they think is most closely associated with it and why they made that choice. If they did not manage to agree, they must briefly explain the arguments in favour of the various characters proposed by the group.

LINKING THE THEMES TO OUR LIVES

- 1 Explain to learners that one of the reasons why people read literature is because the ideas explored in fiction are universal (affect all of us). We have thought about how the themes in 'Mhudi' relate to the characters, but it can also be useful to think about how the themes affect us in real life.
- 2 Instruct learners to write one last paragraph in which they explore how the theme they discussed in their group relates to their own life.
- 3 It doesn't need to be a formal piece of writing. It won't be marked. It is more important that learners get all their thoughts out onto the page, so that they can work out how they feel.
- 4 For this activity they can stay seated in their group, but they are writing individually, and so they must work in silence.
- 5 In the paragraph, they can 'think in writing'. In other words, they can write down their thoughts as they come to them and about how the theme they are exploring has affected them. They can do this by writing about things that have happened in their lives, how they responded to them, and how they felt about them.
- 6 Remind them that there are no right or wrong answers, but that good writing will be honest, detailed and specific.
- 7 Walk around the room as they work, and assist learners who are struggling to stay on task.
- 8 In the last five minutes, get a few learners to volunteer to share their paragraphs with the class.

Structure of the novel 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.

Mhudi

**Writing and
presenting**

CYCLE 1

Writing and presenting

Narrative Essay

Topic:

In ‘Mhudi’, the two main characters, Ra-Thaga and Mhudi are deeply in love. Throughout the novel the reader is aware that the couple will do anything for love; including risking their lives. Mhudi risks her life on several occasions to save Ra-Thaga’s life. This is because Mhudi cannot picture a life without the person she loves, and she cannot bear the thought of her husband suffering.

Write a narrative essay in which your main character goes through hardships for the sake of love. This love does not have to be a romantic kind of love, it could be a familial love or a platonic (friendship) love.

Length of task

150–200 words

CAPS reference: pg. 39

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

Introduction

Tell learners that today they are going to write a narrative essay. The essay will be linked to the novel, ‘Mhudi’. In this essay, the learner’s main character will go through hardship for the sake of love.

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

Activity 1: Understand conflict

INTRODUCTION:

- 1 Write the word 'conflict' on the board and ask learners if they know what it is.
- 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 of 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.
- 2** 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:

- a** Identify who or what is in conflict.
- b** 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 is 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.

MODELLING

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

JOINT WORK

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

PAIR WORK

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

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.
 - a** Conflict between the narrator and the girls in her class.
 - b** External conflict.
- 2** My parents grounded me because I came home late one night.
 - a** Conflict between the narrator and her parents.
 - b** External conflict.
- 3** The man shouted at the waitress for not bringing his water quickly.
 - a** Conflict between a man and a waitress.

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

- 1 Remind learners that they will now write a narrative essay.

- 2 During the planning, they will create rough notes on their conflict, character and setting.
- 3 They will learn how to structure the plot of their story using a narrative arc.

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: In ‘Mhudi’, the two main characters, Ra-Thaga and Mhudi are deeply in love. Throughout the novel the reader is aware that the couple will do anything for love; including risking their lives. Mhudi risks her life on several occasions to save Ra-Thaga’s life. This is because Mhudi cannot picture a life without the person she loves, and she cannot bear the thought of her husband suffering.

Write a narrative essay in which your main character goes through hardships for the sake of love. This love does not have to be a romantic kind of love, it could be a familial love or a platonic (friendship) love.

B. CHOOSE A CHARACTER AND A CONFLICT

CONFLICT:

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

CHARACTER:

- 1 Instruct learners with the heading ‘Character’ in their books.
- 2 They must write more detailed information about the protagonist (main character) who will experience this conflict.
- 3 Give learners time to write. Walk around the class to assist learners who are struggling.
- 4 If you have time, ask two or three learners to share their ideas with the class.

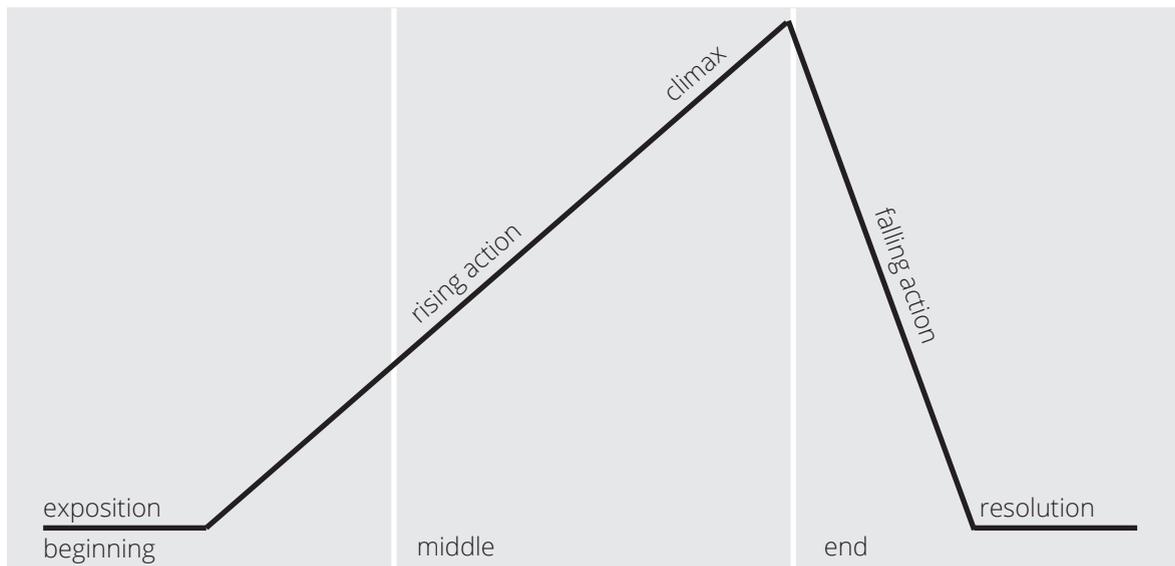
SETTING:

- 1 Lastly, instruct learners to write the heading ‘Setting’ in their notebooks.

- 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 the class to assist learners who are struggling.
- 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 notebooks.



- 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: Intro/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.
 - Paragraph 4: Falling Action
What happens because of the climax?
 - 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.
- 8 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

Below are samples of the rough notes and narrative arc that learners will create during the planning stage.

SAMPLE OF ROUGH PLANNING NOTES

CONFLICT

External conflict: between character and her community. Lwazi is in love with her girlfriend and wants to tell her family. She is afraid of her father's reaction, as he is a very religious man, but deep down she knows her father will love her no matter what. She is more afraid of the reaction of the people in her community. She lives in a patriarchal community where men and women are meant to be together, and girls/women and boys/men are supposed to behave in a certain way. Most people do not accept people for being gay. She is afraid she will be chased out of her community.

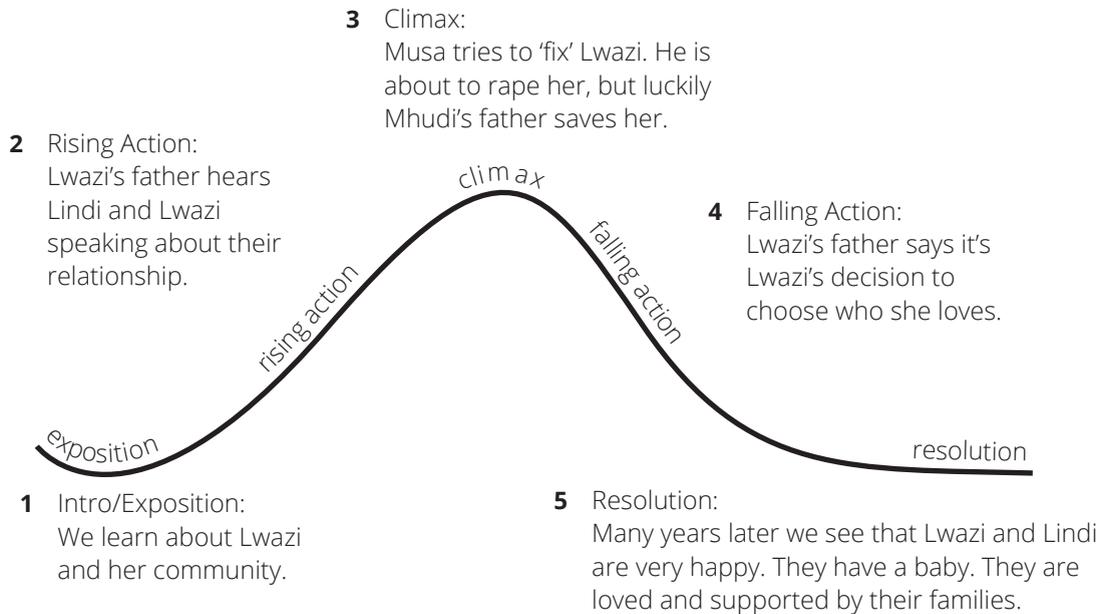
CHARACTER

South African teenager. Name: Lwazi. Lives in a township in Johannesburg. Story starts one day after school, when she tells her girlfriend that she's going to tell her parents that she is a lesbian. She wants to tell people in the community about her sexuality, and she wants to encourage people to live freely, but she is scared of what might happen to her. She knows that many people in her community will not accept her sexuality, but she has hope that her parents will. Appearance: Lwazi has a curvaceous figure, a beautiful afro and a beautiful smile. She is a girl that all the boys like. She hates when boys look at her with 'longing.' It makes her feel uncomfortable.

SETTING

Place: Alexandra, South Africa. Main character lives in a small brick house with her parents. Her parents are hardworking people who try to provide the best life for their children. Lwazi's mother runs a hair salon and her father is a priest at their church. Lwazi's girlfriend's name is Lindi. Lindi and Lwazi have been neighbours and good friends since they were young.

Time: Set in current time. Starts one day after school. Ends when Lwazi is a grown woman.

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 150–200 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 notebooks to a clean page and write the heading 'Narrative Essay'.
- 2 Explain that they will turn their rough notes and narrative arcs into a first draft.
- 3 Explain to learners that 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.
- 4 Give learners time to write. Walk around the room to assist struggling learners.
- 5 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					
	Lower level		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 	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
			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
	Upper level	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	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"> 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
	Lower level	4 <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 		

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 ok 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?
- 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?
- 7 Have you checked that your spelling is correct?
- 5 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.

COMPLETED EXAMPLE**NARRATIVE ESSAY****Love in the time of homophobia**

Lwazi sat outside her parent's house. She saw Musa and a few other boys from school playing soccer, and a boy and a girl holding hands. She hated that in her community, only straight relationships were accepted.

Later that day, Lwazi looked at Lindi lovingly, 'I'm tired of keeping our relationship secret.'

'Excuse me?' said a male voice.

The girls jumped. It was Lwazi's father, Kagiso.

His eyes were filled with fury, 'You are not gay!'

That afternoon, Lindi and Lwazi secretly met behind the spaza shop.

Musa interrupted their conversation, 'So you're gay?'

Lwazi stood tall, 'Musa, this is none of your business.'

'It is my business. People will think there is something wrong with our boys.'

Musa held Lwazi, 'I can fix you.'

Lindi screamed as Musa tried to unbutton Lwazi's pants. Lwazi's father was in the shop and heard her screams. He pulled Musa off Lwazi and dragged him to the police station.

The next day, Kagiso said to Lwazi, 'I am so sorry... it is not up to me to decide who you should love.'

Years later, Lwazi, Lindi and their daughter had their weekly Sunday lunch with both of their families. Lwazi felt happy to be with all the people she loved.

Word count: 207 words

Mark: 38/50

TEACHER FEEDBACK

You answered the topic well. I liked how brave you were: you wrote about a very relevant story that many people shy away from. I assume that your conflict was between Lwazi and her community? Or was it meant to be between Lwazi and her father? Or was the conflict between Lwazi and Musa? Perhaps you should have chosen one of those conflicts and then you would have had more words to make your writing a bit more descriptive.

In general, well done.

Mhudi

**Writing and
presenting**

CYCLE 2

Writing and presenting

Reflective Essay

Topic:

In the novel 'Mhudi', Umnandi makes a decision to leave Inzwinyani after hearing that Mzilikazi's other wives are plotting against her. Imagine you are Umnandi and write a reflective essay in which you describe your thoughts and feelings about your decision to leave Inzwinyani. Re-read chapters 10 and 11 to get an idea of Umnandi's feelings and thoughts.

Length of task

200–250 words

CAPS reference: pg. 39

Text type	Purpose	Text Structure	Language Features
Reflective essay	To give an emotional reaction and feeling on a specific matter	A writer can reflect on a dream or aspirations, e.g. <i>How I remember my best teacher; My view of life...</i> Subjective Feelings and emotions play an important role Greater part of the essay may be descriptive	Personal pronouns Vocabulary that expresses viewpoints, emotions, etc

Introduction

Tell learners that today they are going to write a reflective essay. The essay will be linked to the novel, 'Mhudi'. You will imagine you are Umnandi and describe your thoughts and feelings about making the decision to leave Inzwinyani.

Teach the genre

PURPOSE:

The narrator uses words to think about an experience. They express their ideas, thoughts, memories and feelings.

HOW TO WRITE A REFLECTIVE ESSAY:

- Use reflective writing (not descriptive or narrative writing).
- Reflective writing is introspective. This means that the writer looks inside themselves to see how they feel and what they think.
- Explain the experiences that made you feel this way.
- Write from a first person perspective. (E.g. 'I feel...')
- Structure the essay, with a new idea in each paragraph.

Teach selected text structures and language features

Activity 1: Description vs Reflection

GETTING READY

Before class begins make copies of the following table for learners. If you do not have access to a photocopier, you can draw it on the board:

	DESCRIPTION	REFLECTION
	Physical environment: What did it look like?	Emotional reaction: How did it make you feel?
PEOPLE:		
1.		
2.		
3.		
PLACES:		
1.		
2.		
3.		
EVENTS:		
1.		
2.		
3.		

MODELLING:

- 1 Explain that a reflective essay is a personal piece of writing in which you express your thoughts and feelings about the experiences you have had.
- 2 Ask learners to close their eyes and think back to their first day of Grade 10. What people, places or events do they remember?
- 3 Allow learners to give some suggestions, like:

- a People: teachers, learners, cleaners, parents
- b Places: school building, classrooms
- c Events: assembly, lessons, break time

4 Write an example of a person or people into the first column of the table you have drawn on the board, like:

	DESCRIPTION	REFLECTION
	Physical environment: What did it look like?	Emotional reaction: How did it make you feel?
PEOPLE:		
1. learners		

5 Then, explain that in the second column, learners must write a description of the people, places or events they have chosen. A description includes how something physically looked, smelled, tasted, and sounded.

6 Write a sample description for learners, like:

	DESCRIPTION	REFLECTION
	Physical environment: What did it look like?	Emotional reaction: How did it make you feel?
PEOPLE:		
1. learners	familiar faces, new faces, noisy, too many people	

7 Finally, explain that in the third column, learners must write a reflection about the people, places or events they have chosen. Explain that when we write a reflection, we write about our thoughts and feelings.

	DESCRIPTION	REFLECTION
	Physical environment: What did it look like?	Emotional reaction: How did it make you feel?
PEOPLE:		
1. learners	familiar faces, new faces, noisy, too many people	overwhelmed, nervous, tense, anxious, confident, impatient

JOINT ACTIVITY:

- 1 Ask for a volunteer to come up to the board.
- 2 Ask the learner to decide on a place to add to the table. Then, ask the learner to write a description and a reflection of this place.
- 3 If the learner struggles, guide them.
- 4 Ask learners: how is the information in the two columns DESCRIPTION and REFLECTION different?
- 5 Make sure learners understand that descriptions give a picture of what you see (factual, objective) whereas reflections are opinions (your reaction, subjective, personal).

INDEPENDENT WORK:

- 1 Instruct learners to take out their exercise books and copy the table into their books.
- 2 Instruct learners to fill in some of the people, places, and events they remember from their first day in Grade 10. They should have at least one thing for each category.
- 3 Remind learners that they must write a description and a reflection for each thing they remember.
- 4 Allow 5–10 minutes for learners to fill in their tables. Walk around the classroom to help any learners who might be struggling.

DISCUSSION:

- 1 Call the class back together. Ask for one volunteer to describe and reflect on one PERSON or GROUP of PEOPLE they encountered on their first day of Grade 10
- 2 Ask the class: Did anyone else have the same person on their list? How did you describe the person? What are your reflections/thoughts about this person? (Remind learners that they can be honest but never rude.)
- 3 Ask for another volunteer to describe and reflect on one PLACE they saw.
- 4 Ask the class: Did anyone else have the same place on their list? How did you describe the place? What are your reflections/thoughts about this place?
- 5 Ask for a third volunteer to describe and reflect on one EVENT they experienced.
- 6 Ask the class: Did anyone else have the same event on their list? How did you describe the event? What are your reflections/thoughts about this event?
- 7 End this activity by saying: Our descriptions of something should be fairly similar because we are seeing the same thing. However, our reflections can differ greatly. This is because our reflections depend on our own experiences and reactions.

Activity 2: Features of emotive language in reflective writing

- 1 Explain that good reflective writing is personal and gives the reader the feeling that they are experiencing the same emotions as the writer. This is a skill that can be developed with practice.
- 2 Ask learners: What is emotion? Can you give some examples?
- 3 Allow learners to make some suggestions: feelings such as love, hate, anger, etc.
- 4 Ask learners: In what ways can we show our feelings?

- 5 Allow learners to make some suggestions: through speech, touch, behaviour, etc.
- 6 Ask learners: How can we express these feelings in writing?
- 7 Allow learners to make some suggestions: through our choice of words, such as adjectives, adverbs, abstract nouns (love, hate, etc.), interjections (ouch, phew, etc.) and intonation (the way we use our voice).
- 8 Tell the learners that emotive language persuades us to adopt the point of view of the writer or speaker, because it helps us feel the same feelings. It influences, manipulates and creates emotions in people.

PAIR WORK:

- 1 Write the following extracts on the board or give each pair a printed copy if you have access to a photocopier.

My first kiss/Extract 1

Last Friday night I was at my best friend's house. Her parents were in Johannesburg so we invited some of our friends to her house. A Grade 11 boy arrived with our friends. He is very handsome. I helped him to make boerewors rolls for everybody. We spoke all night long. At the end of the night, he gave me a kiss goodbye.

My first kiss/Extract 2

Last Friday night was the most exciting night of my life. I was at my best friend's house. Her parents were in Johannesburg so we decided to invite our friends to her house. We felt very sneaky, and we were scared we were going to get caught, but we were prepared to take the risk! I was a bit annoyed that our friends arrived late. However, when Sizwe from Grade 11 arrived, my annoyance went away! He is so handsome. My palms were sweaty and my hands shook as he greeted me. The more time we spent together during the evening, the more comfortable I felt with him. We really got to know one another. At the end of the night, Sizwe kissed me goodbye. My stomach had butterflies in it and I couldn't stop smiling.

- 2 Split learners into pairs.
- 3 Instruct the learners to read the two extracts, both entitled 'My first kiss.'
- 4 Ask learners to discuss the similarities and differences as they read.
- 5 After 5–10 minutes, call the class back together.
- 6 Ask learners: Which extract did you prefer to read? Why?
- 7 Allow learners to respond.
- 8 Ask learners: What are the similarities between the two extracts? What are the differences between the two extracts?
- 9 Emphasise that both extracts are about the same thing. The second extract is more interesting because it is not purely factual. The second extract has a sense of reflection, thinking back over the event. It is not just a list of things that happened. It includes a

personal anecdote (story) and emotions. When we read the second extract, we can feel the same feelings as the writer. We want to know more!

10 Tell learners that when writing a reflective essay, you must consider the audience. To a reader, the interesting things are the writer’s thoughts and feelings about what happened. The writer expresses these by using emotive language.

Useful genre-related vocabulary	
reflection	thinking about and evaluating life experiences
description	saying what you saw
anecdote	a short personal story
emotion	a feeling
evaluation	to establish the value of something
analysis	a detailed examination
epiphany	a realization: an ‘aha’ moment

1. Setting the task

SET THE TASK

- 1 Remind learners that they are now going to write their reflective essays.
- 2 Learners will plan their essays using a mind-map and a planning table.

2. Planning

PLANNING STRATEGY

- a Remind learners of the topic.
- b Brainstorm using a mind-map.
- c Plan the structure of the essay using a planning table.

INSTRUCTIONS FOR PLANNING

A. REMIND LEARNERS OF THE TOPIC

Topic: In the novel ‘Mhudi’, Umnandi makes a decision to leave Inzwinyani after hearing that Mzilikazi’s other wives are plotting against her. Imagine you are Umnandi and write a reflective essay in which you describe your thoughts and feelings about your decision to leave Inzwinyani. Re-read chapters 10 and 11 to get an idea of Umnandi’s feelings and thoughts.

B. USE A MIND-MAP TO BRAINSTORM

GETTING READY:

- 1 Draw the mind-map template onto the board (see below in the ‘Sample for Teacher’ section).

GROUP WORK:

- 1 Explain that learners will use a mind-map to brainstorm ideas for their essays.
- 2 Split learners into groups of four.
- 3 Instruct learners to take out their exercise books and copy the template from the board.
- 4 Instruct them to write ‘Umnandi’ in the middle box of the template.
- 5 Then ask each group to brainstorm (think of) words or phrases they associate with (connect to) Umnandi and write them in the other boxes. It could be about her personality or events from the text.
- 6 Remind learners that this is a planning process so any ideas that are not relevant to the final essay will be cut out in the drafting process.
- 7 After 10 minutes, call the class back together.
- 8 Ask learners to share some of the things they have written down.
- 9 As the learners speak, include the information on the mind-map on the board.
- 10 Instruct learners to add any new ideas to their own mind-maps.
- 11 Structure the essay using a planning table

INDIVIDUAL WORK:

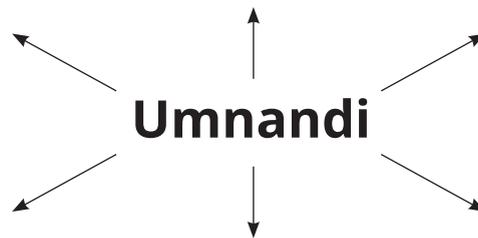
- 1 Remind learners they will write a reflection from the perspective of Umnandi about her decision to leave Inzwinyani.
- 2 Draw the planning grid on the board. As you write, explain that they will structure their essay in the following way:
 - a **DESCRIPTION:** an explanation of the context. What is the event? What happened?
 - b **EVALUATION:** the effect the person, place or event had on Umnandi at the time. What was her reaction? How did it make her feel? What did other people do?
 - c **ANALYSIS:** the lesson learnt from the reflection on the person, place or event. Why did the event make her feel this way? Would she react differently now? Why? This last paragraph may include an epiphany – the ‘aha’ moment.
- 3 Instruct learners to open their exercise books to a clean page and copy it into their books.
- 4 Explain that now, learners will fill in the grid with Umnandi’s description, evaluation and analysis of her decision to leave Inzwinyani. Learners must remember to write as if they are Umnandi. They will need to review their mind-map for any relevant information about her personality.
- 5 Give learners 10–15 minutes to structure their essays.
- 6 As learners work, walk around the classroom to assist struggling learners.

GROUP WORK:

- 1 Explain to learners that they will now share their plan with their classmates.
- 2 Split learners into groups of four learners.
- 3 Explain that one learner in each group will read their work aloud to the others.
- 4 Then, the other group members will give the learner feedback about their plan.
- 5 Instruct the learners to repeat this process until everyone in the group has read their work and been given feedback.

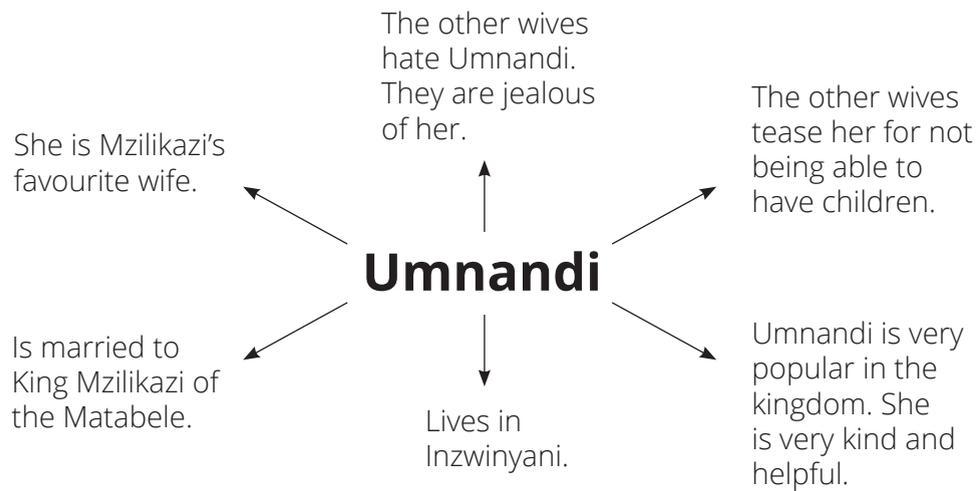
SAMPLE FOR TEACHER

BLANK MIND-MAP TEMPLATE FOR LEARNERS:



SAMPLE COMPLETED MIND-MAP:

(This is a suggestion. Learners will have many other ideas)



BLANK PLANNING GRID TEMPLATE FOR LEARNERS:

1	DESCRIPTION (CONTEXT)	
2	EVALUATION (EFFECT)	
3	ANALYSIS (REFLECTION)	

SAMPLE COMPLETED PLANNING GRID:

(This is just a suggestion, learners will have other ideas too)

1	DESCRIPTION (CONTEXT)	Nomenti accuses Umnandi of having an affair.
2	EVALUATION (EFFECT)	Shocked, upset, sacred, desperate
3	ANALYSIS (REFLECTION)	Right decision – Mzilikazi would never forgive her. Even if he did believe she was innocent, the other wives would continue to try and destroy Umnandi.

3. Drafting

INTRODUCE CRITERIA

Explain that learners will now use their writing frames to help them draft their final essays. Tell learners that as they draft, they must consider the following criteria:

- 1 The essay must be 200–250 words long.
- 2 The essay must be written from the perspective of Umnandi.
- 3 The essay should be written in the past tense.
- 4 The writing must be structured in logical and coherent (understandable) paragraphs.
- 5 The relevant information from the mind-map and planning grid should be included.
- 6 The language should be reflective.

INSTRUCTIONS

- 1 Settle learners so that you have their attention.
- 2 Explain that now they will use the information from their mind-maps and planning grids to draft a full essay with a beginning, middle and end.
- 3 Ask learners to turn to a clean page in their writing books.
- 4 Explain to learners that their essay will have three paragraphs.
- 5 Tell learners to structure their paragraphs in the following way:

- a** Description: The first paragraph will be the orientation to the context. Umnandi describes what the issue is.
 - b** Evaluation: The second paragraph will evaluate Umnandi's thoughts and feelings about her life at Inzwinyani and Umnandi's thoughts and feelings about having to leave her home.
 - c** Reflection: The final paragraph will be a reflection on Umnandi's decision.
- 6** Ask learners to start constructing their paragraphs by writing full sentences using the information in their plans.
- 7** The essay may be completed for homework.

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					
	Lower level		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 	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
			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
	Upper level	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	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 	
	Lower level	5 <ul style="list-style-type: none"> Excellent development of topic Exceptional detail Sentences, paragraphs exceptionally well-constructed 	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

Peer-editing and Self-editing

INSTRUCTIONS FOR EDITING

- 1 Explain to the learners that today, they will use peer-editing: they will help each other to improve their reflective writing.
- 2 Instruct learners to take out their exercise books and swap books with the person next to them.
- 3 Instruct learners to read their partner's work at the same time in silence. As they read, they must look at the following:
 - a Structure: Has the information been grouped correctly into paragraphs? Have the paragraphs been written in an order that makes sense?
 - b Reflective language: Has their partner used reflective language? Does the language express Umnandi's thoughts and feelings?
- 4 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.
- 5 As learners work, walk around the room to help pairs that are struggling.
- 6 When learners are finished, they must have a conversation with their partner. Taking turns, they must share their ideas with their partners about how to improve the writing.

USING THE CHECKLIST

- 1 While they are working, write the checklist (which appears in the next section below) on the board, or hand out copies if you have access to a photocopier machine.
- 2 Instruct learners to copy it down and go through the checklist at home.
- 3 If they find that they cannot answer 'yes' to any of the questions on the checklist, then they can edit their work to improve it.

EDITING CHECKLIST

- 1 Are there three paragraphs?
- 2 Is the essay written in the first person 'I' from the perspective of Umnandi?
- 3 Does the information in the paragraphs make sense?
- 4 Is the language reflective, not just descriptive?
- 5 Is the number of words in the essay correct?
- 6 Is the spelling correct?
- 7 Is the punctuation correct? Does every sentence start with a capital letter and end with an appropriate punctuation mark?
- 8 Is the grammar correct?

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 words 'Reflective Essay' and the title of the essay.
- 3 They must write neatly leaving a line between paragraphs.
- 4 At the bottom of the essay they must write the words 'Word count' followed by the number of words in their essay.
- 5 Publishing can be assigned as homework.

PRESENTING STRATEGY

Turn and Talk

PRESENTING INSTRUCTIONS

- 1 Put learners into pairs.
- 2 Tell them to take turns to read their essay to their partner.
- 3 Instruct learners to find at least one specific thing they like about their partner's writing, and to share this feedback with their partner.
- 4 Ask for three volunteers to read their writing to the class.
- 5 Praise each one for one specific thing they did well.
- 6 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

REFLECTIVE ESSAY

Goodbye Inzwinyani

A week ago I made the decision to leave Inzwinyani, the Matabele people and my husband. I was forced to make this decision when I heard the news that Nomenti accused me of having an affair with the Zulu doctor.

I feel a painful sadness in my body. I never wanted to leave my people, my home and my husband. I had to leave. I was scared of what my king would have done to me if he believed this nonsense. I was also terrified that the Matabele people would lose respect for me. They would hate me, and I would no longer be adored. It is a great pity that the women in my harem made up such terrible lies about me, just because they are jealous. It is my understanding that us women are meant to protect one another, not betray one another.

I know I made the right decision to leave Inzwinyani. Mzilikazi would have had me executed for an act that I did not commit. Even if Mzilikazi chose not to believe the lies that were made up about me, his other wives would have continued to torture me. I am safer here in the wilderness.

Word Count: 201

Mark: 40/50

TEACHER FEEDBACK

This is a well-structured and concise reflective essay. You followed the structure of a reflective essay well. You gave a good sense of Umnandi's feelings about what had happened to her. You could have given more context into how and why Nomenti accused Umnandi of having an affair. However, you did a very good job! Keep it up!

Mhudi

**Writing and
presenting**

CYCLE 3

Writing and presenting

Discursive Essay

Topic:

Throughout the novel, 'Mhudi', it is evident that men are seen as being superior to women. In the novel, men hold most of the power and make all of the important decisions. We know that in patriarchal societies, women are assigned roles, which include being good wives, mothers and homemakers. Women are seen as weak and timid and without valid opinions. Women are not given the opportunity to choose their own path in life.

Today, even though women have fought for equality and fought against patriarchal systems, there is still gender inequality. Many people (men included) believe that women are equal to men. Furthermore, there is a growing number of people who believe that women are, in fact, superior to men. And, there is still a large amount of the population who still believe that men are superior to women.

What are your thoughts on this discussion? Do you believe that men are superior to women?

Write a discursive essay in which you discuss the arguments for and against men being superior to women. You may choose a side at the end if you wish, but it is not essential (important).

Length of task

150–200 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 novel, 'Mhudi'. In this essay, learners will discuss if men are superior to women.

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:

- 1 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.
- 2 All arguments must be supported by evidence: facts that back up what the writer is arguing.
- 3 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

- 1 Put learners into pairs.
- 2 Tell learners that in their pairs they will have 2 minute debates: each person will have exactly 1 minute to convince their partner that they are right. The topic is: Are guns a good or bad thing?
- 3 Before they start, tell them that in their 1 minute, they need to give as many reasons for their opinion as possible. Each one of these reasons is called an argument. These reasons should be backed up by facts wherever possible. These facts are called evidence. (As you say this, write the words 'argument' and 'evidence' on the chalk board.)

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 to learners that in the second round, they need to take the opposite position from the one they took before. E.g. if a learner argued that guns are a good thing, they now need to argue why guns are a bad thing.
- 2 Give the 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

Are guns a good or bad thing?

Many believe that guns are a good thing because they allow people to protect and defend themselves in the face of danger. Gun supporters believe that guns do not kill people, but people kill people. A leader of the Defence League in America said 'Blame the bad guy, not the tool he uses.' People believe that there are many tools used to kill people, not only guns.

The counter argument is that it's much easier to kill a mass amount of people, in a short amount of time when using a gun. This point is argued by comparing an incident in China, where a man stabbed 23 children to the Sandy Hook shooting in America, where a man shot 20 students and 8 adults. The children and adults at the Sandy Hook shooting all died. In China there was not one death. People therefore argue that the gun made it easier to kill many people. It is argued that guns are used as a way to claim power and control. People with guns are seen as more powerful than people without guns.

- 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 it is people who kill people—not guns and the other is that guns allow people to kill much more easily and quickly.

Useful genre-related vocabulary	
discuss, discussion, discursive	talk about something, looking at the issue from all sides. Think about arguments for and against
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 they will now write their discursive essays.

2. Planning

PLANNING STRATEGY

- a Remind learners of the topic.
- b Compile arguments.
- c Fill in writing frames.

INSTRUCTIONS FOR PLANNING

A. REMIND LEARNERS OF THE TOPIC

Topic: Throughout the novel, 'Mhudi', it is evident that men are seen as being superior to women. In the novel, men hold most of the power and make all of the important decisions. We know that in patriarchal societies, women are assigned roles, which include being good wives, mothers and homemakers. Women are seen as weak and timid and without valid opinions. Women are not given the opportunity to choose their own path in life.

Today, even though women have fought for equality and fought against patriarchal systems, there is still gender inequality. Many people (men included) believe that women are equal to men. Furthermore, there is a growing number of people who believe that women are, in fact, superior to men. And, there is still a large amount of the population who still believe that men are superior to women.

What are your thoughts on this discussion? Do you believe that men are superior to women?

Write a discursive essay in which you discuss the arguments for and against men being superior to women. You may choose a side at the end if you wish, but it is not essential (important).

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 men being superior to women.
- 2 Draw the following table on the chalkboard:

Men are Superior to Women	
No	Yes
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 men are superior to women.

JOINT ACTIVITY:

- 1 Ask for a volunteer to come up to the board to a reason to the ‘yes’ column, e.g. ‘Men are superior because they are physically stronger.’
- 2 If the learner struggles, assist them.

INDEPENDENT WORK:

- 1 Instruct learners to copy the table into their notebooks.
- 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.

C. FILL IN WRITING FRAMES

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 photocopy machine, draw it on the chalkboard and instruct your learners to quickly copy it into their notebooks once they arrive.)

MODELLING: DEMONSTRATE HOW TO FILL IN A WRITING FRAME

- 1 Point out 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: 'Being superior is...'
- 4 Explain that they are expected to complete the sentence by providing a definition for the term 'superior.'
- 5 Demonstrate by writing a definition on the board, like: 'Being superior is when one group of people believe that they are better than another group.'
- 6 Explain that introductions also often have useful background information.
- 7 After the definition, add the following sentence, as an example of background information: 'Many people believe that men are superior to women. This is evident in the workplace, where women are not given as much power and responsibility as men.'

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.
- 3 Ask for a volunteer to come up to the board to help you complete it.
- 4 Let the learner make the decision, but step in to guide them if they go wrong.

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 Point out that the first two boxes require arguments for men being superior to women, and the next two require arguments against men being superior to women.
- 4 Explain that they will need to choose from their lists of reasons in their notebooks to fill in the 2 strongest reasons that support men being superior to women and the 2 strongest reasons against men being superior to women.
- 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 think men are superior to women or whether they think men are not superior to women.
- 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

Below are 3 samples:

- 1 A completed 'for' and 'against' list.
- 2 A blank template of the writing frame to give each learner.
- 3 A completed writing frame so you can see what it looks like when filled in.

SAMPLE COMPLETED FOR AND AGAINST LIST

Men are Superior to Women	
No	Yes
1 Women are proven to be better leaders.	1 Men are physically stronger than women.
2 Women have different qualities that make them special, and equally as good as men.	2 Religious books such as the bible claim that men are in charge of women.
3 People believe men are superior because of religious teaching written many years ago by men. Many of these teaching are outdated and unjust.	3 People believe men are better leaders than women.
4 Society has shaped people into believing that men are better than women by giving them power.	4 People believe that men are better at business than women.
5 Studies show that women make better doctors.	5 Men earn more money than women, and therefore must be superior.
6 Without women, it would not be possible to reproduce.	6 Without men's sperm, women cannot be mothers.

BLANK TEMPLATE FOR LEARNERS

TOPIC:

Men are superior to women. Write a discursive essay in which you discuss the arguments for and against men being superior to women. You may choose a side at the end if you wish, but it is not essential.

INTRODUCTION: Being superior is

This is a controversial topic because

Some people think that men are superior to women because

Furthermore, people who support this argument

On the other hand, many people do not support this argument. This is because

Another reason why many people don't support the idea that men are superior to women is

In conclusion

SAMPLE COMPLETED TEMPLATE FOR TEACHER

TOPIC

Men are superior to women. Write a discursive essay in which you discuss the arguments for and against men being superior to women.

INTRODUCTION: Being superior is when one group of people believes that they are better than another. Many people believe that men are superior to women. This is evident in the workplace, where women are not given as much power and responsibility as men. **This topic is controversial because** many people often disagree on it.

Some people think that men are superior to women because of religious and cultural teachings that say men are in charge of women. The bible says: 'Now I want you to realize that the head of every man is Christ, and the head of every woman is man...'

Furthermore, people who support this idea argue that there are a higher number of successful men than women. There are also a higher number of men in leadership positions. In a study conducted by Bentley University, it is reported that 7 in 10 men believe men to be better suited to business, and even 63% of women who participated in the study believe this.

On the other hand, many people do not support this argument. This is because most religious books were written thousands of years ago, and they were almost definitely written by men. They argue that there are many ideas from religious books that are outdated and unjust. If people took every word from religious books such as the bible as truth, they would believe in slavery, racism, homophobia, genocide, and misogyny.

Another reason why many people don't support the idea that men are superior to women is because women have been oppressed through various systems in society. Women have been conditioned to believe they are less powerful than men. A famous author said, 'We teach girls to shrink themselves.' Women are just as capable as men, but because of systems in society, women have not been allowed to show their capabilities, strengths and their power. Studies show that women are better at doing many things than men.

In conclusion, there are valid arguments both in favour of and against the belief that men are superior to women.

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 essay, must be 150–200 words. The word count must appear at the bottom.
- 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 notebooks 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 notebooks, turning each box into a paragraph.
- 3 The first paragraph must be an introduction that gives a definition of ‘superior’ and any relevant background information. It must introduce the idea that this is a controversial topic. However, they must not copy down the word ‘Introduction.’ (It was on the frames only to show them that the first paragraph of a discursive essay is always an introduction.)
- 4 The first two paragraphs of the body must present two reasons for supporting the argument that men are superior to women, with evidence wherever possible.
- 5 The next two paragraphs of the body must present two reasons for not supporting the argument that men are superior to women, 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 – they can be 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 	
	Upper level					
	Lower level		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 	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
			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

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. Remind learners that all writers edit.
- 3 Instruct learners to copy the editing checklist on the next page into their notebooks.
- 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 ok 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 'superior' and provide relevant background information? Does it introduce the idea that this argument is controversial?
- 3 Do the next 2 paragraphs contain 2 clear arguments in favour of men being superior to women, plus supporting evidence where possible?
- 4 Do the next 2 paragraphs of the body contain 2 clear arguments against men being superior to women, 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?
- 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

Men are superior to women

Being superior is when one group of people believes that they are better than another group of people. Many believe that men are superior to women. This topic is controversial because often people disagree on it.

Some people think that men are superior to women because of religious and cultural teachings that claim that men are in charge of women. Furthermore, people who support this idea argue that men are more successful than women. There are a higher number of men in leadership positions than women.

On the other hand, many people do not support this argument. This is because most religious books were written by men thousands of years ago. People argue that there are many ideas from religious books that are outdated and unjust.

Another reason why many people don't support the idea that men are superior to women is because of the systematic oppression of women. Women have been taught to believe they are less powerful than men. Studies show that women are better at doing many things than men; including being in positions of leadership.

In conclusion, there are valid arguments both in favour of and against the belief that men are superior to women.

Word count: 198

Mark: 42/50

TEACHER FEEDBACK

This is a very well-structured essay. Your introduction paragraph clearly lays out the topic. I see that you combined the first two paragraphs. Well done on doing this because the topics are clearly linked. That paragraph shows clear reasons why people believe men are superior to women. The following two paragraphs present clear arguments against the idea that men are superior to women. The strength of your essay was that you used clear 'connectives', especially 'On the other hand' to indicate when you were switching arguments. It's a pity you had to leave your quotations out, but the word limit is very tight. Well done!

Mhudi

**Writing and
presenting**

CYCLE 4

Writing and presenting

Diary entry

Topic:

Imagine that you are Mhudi. You have just seen a Boer woman beating a Khoi ‘maid’. Write a diary entry from Mhudi’s perspective about what you have seen and how you feel about the incident. You can reread pages 80–82 to help you work out Mhudi’s thoughts and feelings.

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 novel, ‘Mhudi’. Learners will pretend to be Mhudi and will write the diary entry from her point of view.

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:

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

FEATURES:

- 1 Records someone's personal experiences and how they feel about them.
- 2 Written in a special book (a diary or a journal).
- 3 The entries are written regularly (e.g. daily or weekly).
- 4 The entries are dated (e.g. 21 June 2018).
- 5 A diary uses the personal recount/first-person point of view.
- 6 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, write the diary entry and questions on the board before class begins:

24 November 2017

Today I was sitting with Fezi and the girls during break time. We were talking about who we thought would be the next South African president. All of a sudden, Themba, Musa and Londisizwe ran into the middle of our circle and interrupted our conversation. Themba pointed at me and laughed. Immediately I knew that Themba was going to belittle me in some way. He told everyone that he saw me cheating in the English test we'd written in the first lesson. The boys couldn't stop laughing. My blood boiled with anger because they were lying. I know Themba and Londisizwe are immature, but I truly expected more of Musa! I felt so angry and so embarrassed that boys would laugh at something that is completely untrue!

- a Who wrote the entry? (Without knowing her name, what can you work out?)
- b When was this entry written?
- c What happened in this entry? (What is the person writing about?)
- d Why did this person write this? How are they 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?

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.

DISCUSSION:

- 1 Call learners back together.
- 2 Discuss the answers to the questions.
- 3 Make sure your learners understand the following:
 - a** A teenage girl.
 - b** 24 November 2017
 - c** A group of boys made up a story about her cheating in an English test.
 - d** She is embarrassed and angry because the boys lied.
 - e** She says she was ‘embarrassed’ and ‘angry.’ She also says her ‘blood boiled with anger’ to describe how infuriated she felt. It is clear that she is disappointed with Musa, because she writes ‘I truly expected more of Musa!’
 - f** It sounds like she is speaking to somebody she knows very well i.e. a family member or a good friend. She uses informal language and describes her opinions and feelings.
 - g** A diary is a place to write our thoughts or ideas. It is a place where we can express our joy, sorrow or humiliation. A diary can help us sort out and deal with our feelings, just like speaking to a best friend.
 - h** Discuss learners’ experiences of diary writing.

Activity 2: Expressing feelings with words

INTRODUCTION:

- 1 Explain that when 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, the girl who wrote the diary entry above is disappointed when she writes: ‘I expected more of Musa!’ The exclamation mark emphasizes how hurt she is that Musa participated in this lie.
- 3 Explain that today we will practise choosing words to show our feelings.

MODELLING:

- 1 Write the following on the chalkboard:

They were lying.

a Angry: My blood boiled because they were lying.

b Relieved:

c Sad:

- 2 Explain that we could write this sentence in other ways, e.g. relieved or sad.
- 3 Show learners how to write the sentence to show a different emotion. Next to 'Relieved' write: 'Shu! Thank goodness the girls all knew that they were lying!'

JOINT ACTIVITY:

- 1 Ask for a volunteer to help you write the sentence in a sad way, and fill it in next to 'Sad'. For example, you could write something like: 'When the boys made up a lie about me I wanted to cry!'

PAIR WORK:

- 1 Write the following sentence on the chalkboard:
Soccer practice 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, like:
Soccer practice is cancelled today.
Angry: It's so unfair that soccer is cancelled today! I have brand new boots that I want to show off!
Happy: Thank goodness practice is cancelled! I have a headache and don't feel like playing.
Sad: I wish I could spend time playing my favourite sport with my best friends.
- 4 Explain that when learners write their own diary entries, they must write their sentences in a way that shows their feelings.
- 5 Explain that 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 their own diary entries.

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: Imagine that you are Mhudi. You have just seen a Boer woman beating a Khoi ‘maid’. Write a diary entry from Mhudi’s perspective about what you have seen and how you feel about the incident. You can reread pages 80–82 to help you work out Mhudi’s thoughts and feelings.

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 Mhudi.
- 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 Remind learners that the important thing about a diary entry is that it uses language to express the writer’s thoughts and feelings about their experiences.
- 4 Remind them that for this topic, they are writing as if they are Mhudi, so they must try to think about her experiences in the story.
- 5 Instruct learners to reread the following pages, to find evidence about how Mhudi feels after witnessing the Boer man and woman insult and abuse the Khoi ‘maid.’ This can be done in pairs or groups, or it can be assigned for homework. After reading each page, learners can make brief notes in their notebooks about what they have learned about how Mhudi feels:
 - a pg. 80
 - b pg. 81
 - c pg. 82

- 6 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?	

COMPLETED PLANNING TABLE

What happened?	A Boer man shouted at a Khoi 'maid' and then a Boer woman beat her with a hot iron.
How did you feel?	I was furious. I did not know how people could treat others in such a horrible way. I was shocked, worried and concerned. I also felt that there was no justice amongst the Boer people. I felt trapped, because I could not save the woman.
Why did you feel that way?	I felt this way because I did not understand how people could treat other people in such an inhumane manner. I was worried for the woman's safety, but I also felt concerned for my people. If the Boers could treat one black person that way, there is nothing stopping them from treating other black people that way. I felt trapped because I knew I could not help the woman. If I had tried, I probably would have been shot.
What are some words/phrases you can use to show your feelings?	rage, sorrow, injustice, merciless, inhumane, unfair, fear, hatred,
What is the tone of your diary entry?	furious or sad

3. Drafting

REINFORCE CRITERIA

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

- 1 The entry should be 80–100 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 Mhudi's perspective.
- 5 Use words that show Mhudi's feelings.
- 6 You can use informal language – like you are talking to a friend. But avoid slang.
- 7 The entry should use the past tense verbs to narrate events, but can use present tense verbs to communicate how she feels.
- 8 Be clear about what tone you want to use. Then choose words to create that tone.

INSTRUCTIONS

- 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 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. Give learners 5 minutes to copy the peer-editing checklist.
- 5 Then, instruct learners to swap their exercise book with a neighbour.
- 6 Tell the learners that they must read the draft in front of them in silence.
- 7 Instruct learners to take out a pencil and correct any grammatical, spelling or punctuation errors that they find.
- 8 Instruct learners to read the draft again and to think about the tone. The learners must think about the words in the draft that show the tone of the diary entry.
- 9 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.
- 10 When the learners are finished, they must hand back the draft 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 ok 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 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 Mhudi's perspective?
- 5 Does the entry use past tense verbs to narrate Mhudi's experiences and present tense verbs to express Mhudi's feelings?
- 6 What is the tone/feeling of this diary entry?
- 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 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

18 June 1835

Dear Diary

Today I witnessed something disgusting while visiting the Boer camp. Some incident had occurred between a Khoi maid and her boss. First, he verbally abused her. Apparently the Boers did not find this punishment severe enough for the woman, because then a round, red faced Boer woman, took a hot rod and beat the woman without mercy. I wanted to help the maid, but I was afraid for my own safety – if they could treat one black person that way, what was to stop them from shooting me? Today's events made me question Ra-Thaga's judgement and made me fear for my people.

Word count: 102 words

Mark: 16/20

TEACHER FEEDBACK

This is great work. I can see evidence of careful planning, drafting and editing. Well done for following the correct process. It resulted in a diary entry that really shows Mhudi's point of view. I can feel how angry she is and how unfair she thinks the Boer's treatment of the Khoi woman was. On the whole, a very good job! Keep up the good work!

Mhudi

**Writing and
presenting**

CYCLE 5

Writing and presenting

Personal recount

Topic:

In chapter one of ‘Mhudi’, Kunana is attacked by the Matabele. Imagine you are Ra-Thaga, and you want to write down your experience before you forget what happened to you and your family. Write a personal recount in which you recount your experiences from the moment you and your father are in the country fulfilling your pastoral duties, to the moment you leave Kunana for good. (Use pages 4–7 for help.)

Length of task

120–150 words

CAPS reference: pg. 41

Text type	Purpose	Text Structure	Language Features
Personal Recount, also called Informal Report	To tell the reader about a personal experience	<p>Orientation: scene setting or establishing context. e.g. <i>During the school holidays...</i></p> <p>An account of the events that took place, often in chronological order. e.g. <i>I went to Tumelo's place ... Then ...</i></p> <p>Some additional detail about each event e.g. <i>He was surprised to see me.</i></p> <p>Reorientation: a closing statement that may include elaboration. e.g. <i>I hope I can spend more time with Tumelo.</i> <i>We had fun.</i></p>	<p>Usually written in the past tense</p> <p>Told in the first or third person</p> <p>Time connectives are used, e.g. <i>First, then, next, afterwards, just before that, at last, meanwhile</i></p> <p>Can be in an informal style</p>

Introduction

Tell learners that today they are going to write a personal recount. This recount will be linked to the novel, ‘Mhudi’. Learners will pretend to be Ra-Thaga writing a list of all the things that happened during the Matabele attack.

Teach the genre

PURPOSE:

Explain to learners that a personal recount is a piece of writing that records a personal experience.

HOW TO WRITE A PERSONAL RECOUNT:

Explain to learners that it is clear, simple and informative. It should have the following structure:

- 1 Orientation: set the scene or establish the context (where and when).
- 2 Narrate events: explain what happened in chronological order.
- 3 Reorientation: make a closing statement.

Teach selected text structures and language features

Activity 1: Examine an example of a personal recount

INTRODUCTION:

- 1 Hand out the following short personal recount or write it on the board before class.

Last night I went to my friend's party. When I first arrived, I ate delicious beef sandwiches, nuts, and dried mangoes. I was already feeling full, and that was only the starter! Then, my friend served the main meal. There was a beautiful roast chicken, salads that had all kinds of fruits and vegetables in them, and some warm, freshly made bread. After I finished the main meal, I was so full that it felt like my stomach was going to explode! I knew that there was no space left in my body for dessert! However, when my friend put the dessert on the table, I could not resist! The cakes were scrumptious. Once everyone was finished with dessert, we decided to play a board game. I began to play the game, but I very quickly fell asleep on the couch. I dreamed of the best meal I had ever had.

- 2 Read the text aloud, or get a learner to read it aloud.
 - a When does the writer give the setting (time and place)?
 - b What verb tense does she use?
 - c What is the narrative voice used? (Is the narrator talking about herself or someone else?)
 - d What time connectives have been used? (These are words that show the order in which things happened.)
 - e What register has been used (formal or informal)?
 - f How does the piece of writing end?

PAIR WORK:

- 1 Instruct learners to work in pairs.
- 2 Give learners 10 minutes to work out the answers to questions (a) – (f) that appear below the text. Walk around and help struggling learners.

DISCUSSION:

- 1 Call learners back together.
- 2 Ask for volunteers (or cold call learners) to answer each question. In the discussion, ensure that learners understand:
 - a The writer gives the setting (last night at her friend’s house) at the beginning of the personal recount. This is called the ‘orientation’. It is important that the orientation is at the beginning so that the readers have a context for the events.
 - b The writer has used past tense verbs (e.g. ate, found, dreamed, served). Most personal recounts are written in the past tense.
 - c The writer has used a first person narrative voice, i.e. ‘I’. This is because she is writing about something that happened to her. Most personal recounts use a first person narrative voice, because they are usually records of what happened to the writer.
 - d The following time connectives have been used: First, then, after, once, began. It is very important to use time connectives in a personal recount. These show the order in which the events happened and explain how each event is connected to the one before it. Most personal recounts are written in chronological order. This means that the events are written in the order in which they happened. It is not good enough to start each event with the phrase ‘And then.’ (Notice that in this text, ‘Then’ was only used once.) Learners must learn a wider variety of time connectives to use.
 - e The register is reasonably informal. However, the language and spelling are still perfect, and there is no slang.
 - f The final sentence sums up something about the events. This is called the ‘reorientation’. In this case, the last sentence tells us what the writer concluded and how she feels about it. In other texts, it could tell us what the writer learned from the experiences or what their plans are for the future.

Useful genre-related vocabulary	
personal	from your own perspective
recount	to tell someone what happened
informal	not formal; casual; ordinary language
first-person narration	telling your own story from your own perspective
chronological order	in the order in which things happened
connectives	linking words; words that link one paragraph to the next

1. Setting the task

SET THE TASK

- 1 Remind learners that they are now going to write their personal recounts (also called an informal report. Make sure learners know both names.)

2. Planning

PLANNING STRATEGY

- a Remind learners of the topic.
- b Use a writing frame for planning.

INSTRUCTIONS FOR PLANNING

A. REMIND LEARNERS OF THE TOPIC

Topic: In chapter one of ‘Mhudi’, Kunana is attacked by the Matabele. Imagine you are Ra-Thaga, and you want to write down your experience before you forget what happened to you and your family. Write a personal recount in which you recount your experiences from the moment you and your father are in the country fulfilling your pastoral duties, to the moment you leave Kunana for good. (Use pages 4–7 for help.)

B. WRITING FRAME

GETTING READY:

- 1 Before the lesson begins, draw a blank writing frame on the chalkboard.
- 2 Make sure that you make it big enough for the learners at the back of the room to see it. (You can copy the template in the ‘Sample for the Teacher’ section.)

MODELLING:

- 1 Explain that a writing frame is a template that learners can fill in to help them build their text in the correct structure.
- 2 Explain that you will show learners how to fill out a writing frame to help them prepare to write a personal recount.
- 3 Read the topic to learners. Remind them that they must imagine that they are Ra-Thaga. They must write about their experience of the day Kunana was attacked.
- 4 Read the prompt in the ‘orientation’ box and fill in the rest of the first sentence on the board, like: ‘One morning my father and I were in the country side tending to our cattle. While my father was at the cattle post, I went to water the cattle.’

JOINT ACTIVITY:

- 1 Ask for a volunteer to come up to the board to help you fill in the second box.
- 2 For example: ‘While I was watering the cattle, two men, carrying important news, asked to speak to my father. I took them to the cattle post.’
- 3 Let the learner make the decisions, but step in to guide them if they go wrong.

INDEPENDENT WORK:

- 1 Instruct learners to open their books to pg. 4.
- 2 They must use pg. 4–7 to gather the information they need to fill in the remaining boxes in the writing frame.
- 3 Give them time to fill in their frames.
- 4 Walk around the room and assist learners who are struggling to stay on task.
- 5 Instruct learners to complete the writing frame for homework.

SAMPLE FOR TEACHER

Below are two samples:

- 1 A blank template for the learners.
- 2 A completed writing frame to show you what a completed frame might look like.

BLANK TEMPLATE FOR LEARNERS**TOPIC:**

In chapter one of 'Mhudi', Kunana is attacked by the Matabele. Imagine you are Ra-Thaga, and you want to write down your experience before you forget what happened to you and your family. Write a personal recount in which you recount your experiences from the moment you and your father are in the country fulfilling your pastoral duties, to the moment you leave Kunana for good. (Use pages 4–7 for help.)

Name: _____ Date: _____

ORIENTATION: One morning,

While I was...

Back at...

After that,

When I arrived back in Kunana,

Later,

The next morning,

REORIENTATION: After this experience I

SAMPLE COMPLETED TEMPLATE

(Learners will all have different information on theirs.)

TOPIC:

In chapter one of 'Mhudi', Kunana is attacked by the Matabele. Imagine you are Ra-Thaga, and you want to write down your experience before you forget what happened to you and your family. Write a personal recount in which you recount your experiences from the moment you and your father are in the country fulfilling your pastoral duties, to the moment you leave Kunana for good. (Use pages 4–7 for help.)

Name: _____ Date: _____

ORIENTATION: One morning, my father and I were in the country tending to our cattle. My father was working on the cattle post, so I decided to go and water the cattle.

While I was on the road to the cattle, I bumped into two men coming from Kunana. They looked as if they carried important news. They asked to speak to me and my father.

Back at the cattle post they explained to me and my father that Chief Tuana ordered the Matabele tax collectors to be murdered. Before they were killed, one of the men announced that King Mzilikazi would seek revenge.

After that, they told us that the chief council needed all men of influence to attend a tribal picho to arrange a settlement. They wanted to make amends with Mzilikazi before it was too late. Before we even reached Kunana, we witnessed the Matabele spears at work. My father was killed en route to town.

When I arrived in Kunana, I saw that Kunana was destroyed. Huts were burning to the ground, our cattle had been captured and our people had been massacred. It was then that I realized I would never see my family again. There were Matabele soldiers celebrating their 'victory.'

Later, I decided to go back to the cattle post that my father and I were at earlier that day. I wanted to see if there was much left of the cattle posts, and whether those parts had been attacked.

The next morning, when I arrived at the cattle post, everything had been destroyed. It was then that I decided to leave Kunana for good. There was nothing and nobody left for me. I made my way towards a koppie in the distance in order to find safety from the Matabele.

REORIENTATION: After this experience I have lost all hope.

3. Drafting

INTRODUCE CRITERIA

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

- 1 This is a longer transactional piece, so it must be 120–150 words. The word count must appear at the bottom of the piece.
- 2 It should be written in a first person narrative voice ('I').
- 3 All verbs must be in the past tense.
- 4 The register can be fairly informal, but language and spelling must be perfect, and there must be no slang.
- 5 The writing must be structured in paragraphs.

INSTRUCTIONS

- 1 Instruct learners to open their notebooks to a clean page. On the top of the page, they must write the date and the heading, 'Personal Recount'.
- 2 Instruct learners to copy the full writing topic from their frame onto the page under the heading. (This is important so that they can refer back to it while writing, to make sure they are following instructions.)
- 3 Explain to learners that in this lesson, they are going to copy the information from their writing frames into their notebooks, but instead of writing the information in boxes, they will now structure the writing in paragraphs.
- 4 They must keep the following in mind:
 - a Each paragraph must be about one part of Ra-Thaga's journey on the day of the massacre in Kunana.
 - b They can join two boxes together to form one paragraph, as long as the content is related, and the whole recount remains in chronological order.
 - c They must still use some of the time connectives from the prompts (phrases like 'After that' etc.) to help create a chronological flow in the piece of writing.
 - d They must not copy down the words 'Orientation' and 'Reorientation'. Those appeared on the frames to remind them what they were supposed to do.
 - e They can add in details that did not appear on their writing frames. The information on the frame is simply a start.
 - f The criteria for a personal recount (see above).
- 5 Give learners time to write. Walk around the room to assist struggling learners.
- 6 Learners may finish drafting their writing as homework if needed.

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

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.
- 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 on the next page.
- 6 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.
- 7 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 paragraphs around with arrows and correct their language mistakes on the page. Remind them that it is fine if this draft starts to look very messy, as they will need to rewrite it for the final version.
- 8 Give learners time to edit their work. Walk around the room to assist learners who are struggling.

EDITING CHECKLIST

- 1 Does the recount start with orientation? (I.e. does it give the context?)
- 2 Do the paragraphs appear in chronological order?
- 3 Have you included all the events in Ra-Thaga's experience during the Barolong massacre?
- 4 Have you left out all the events not related to it?
- 5 Have you used a first person narrative voice? (I.e. have you written as Ra-Thaga?)
- 6 Have you used past tense verbs?
- 7 Does the recount end with a reorientation? (I.e. a sentence that sums up what you learned, what you know or how you feel?)
- 8 Do all your sentences start with capital letters and end with appropriate punctuation marks?
- 9 Have you checked that your spelling is correct?
- 10 Have you checked that every sentence has at least a subject and a verb?
- 11 Is your piece minimum 120 words and maximum 150?

5. Presenting

PUBLISHING REQUIREMENTS

Remind learners that their final versions must:

- 1 Have the heading 'Personal Recount'.
- 2 Have a word count of 120–150 words written at the bottom.
- 3 Be written clearly and neatly.

PRESENTING STRATEGY

Turn and Talk

PRESENTING INSTRUCTIONS

- 1 Instruct learners to turn to the person next to them and read their writing 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**PERSONAL RECOUNT****The day my life changed forever**

One morning, my father and I were in the country tending to our cattle. My father was working on the cattle post, so I went to water the cattle.

While I was on the road, I bumped into two men who asked to speak to my father. Back at the cattle post, they explained that Chief Tuana had ordered two Matabele tax collectors to death.

After that, they told us that the council needed all leaders to attend a meeting to discuss how to make amends with Mzilikazi. Before we reached Kunana, my father was killed by Matabele soldiers. When I arrived in town, I saw that Kunana was destroyed.

Later, I decided to go back to our cattle post to see if it had been captured.

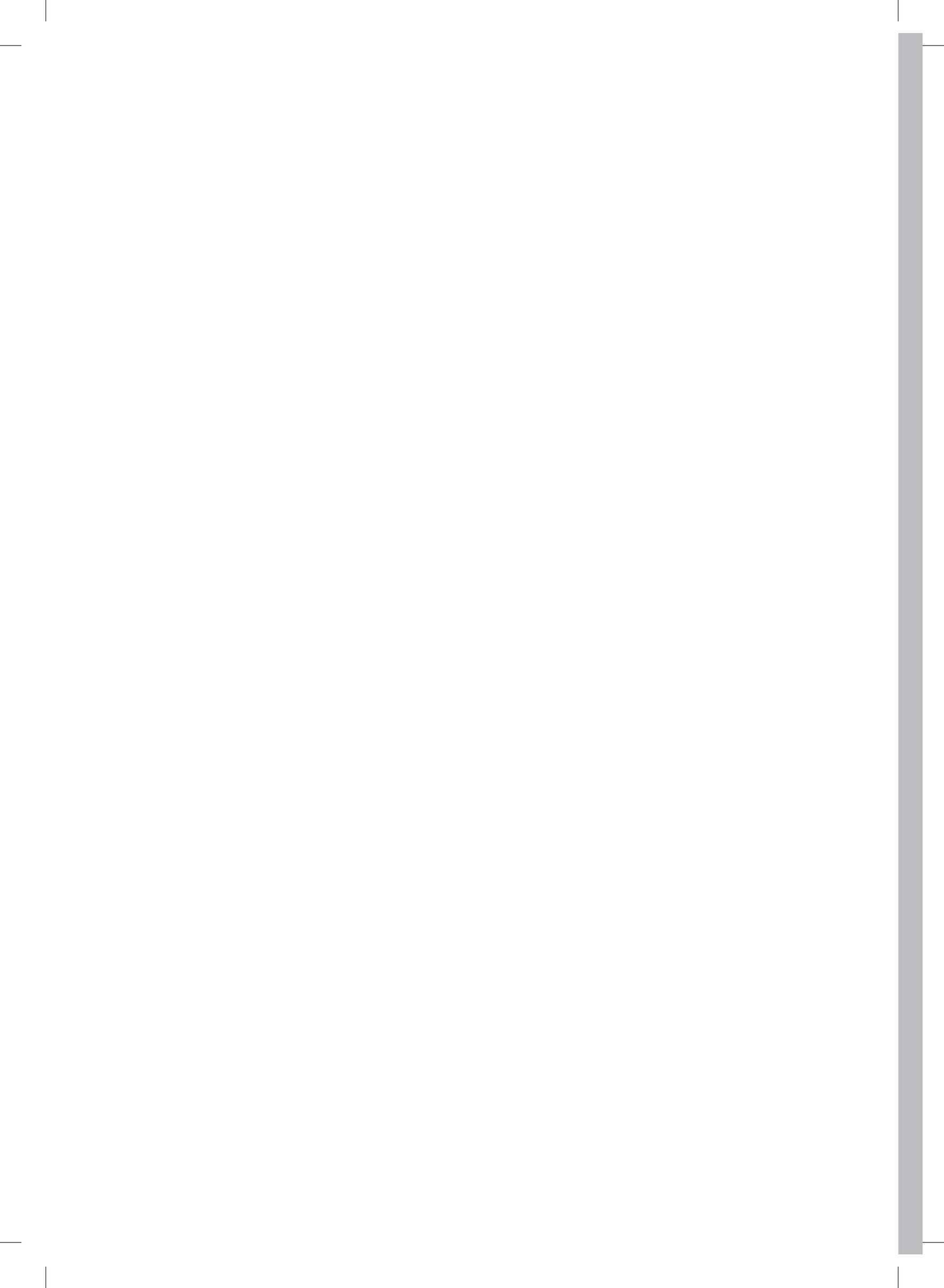
The next morning, when I arrived at the cattle post, there was nothing there. So, I decided to leave Kunana for good.

After this experience, I have lost all hope.

Word count: 155 words

Mark: 22/30**TEACHER FEEDBACK**

This is a clear, simple and straight-forward recount. You've included most of the essential facts. Your sentence structure and spelling are good. Well done on linking paragraphs that fit together. Well done on a solid effort!



Mhudi

**Writing and
presenting**

CYCLE 6

Writing and presenting

Speech

Topic:

In chapter 12 of ‘Mhudi’, Chief Moroka gives a speech persuading the Barolong to help rescue the Boers from the Matabele. Write a new speech for Chief Moroka to present to the Barolong people.

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 novel ‘Mhudi’.

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 and entertain them.

HOW TO WRITE A SPEECH:

In order to write and present a speech, learners need to understand how to:

- 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

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, write it on the board before class:

Fellow students,

I stand before you today as a candidate for class representative. 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 but also as your friend. And 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 today. Thank you for your time.

- 2 Read the text aloud as if you were presenting a speech, i.e. with emphasis and pauses.

Activity 1: Determining audience, purpose and topic

PAIR WORK:

- 1 Instruct learners to work in pairs.
- 2 Instruct learners to take turns to read the speech to each other out loud.
- 3 Instruct learners to determine the following:
Audience: Who is the speech addressing?
Topic: What is the speech about?
Purpose: Why has the speech been written? What is it hoping to achieve?
- 4 Give the pairs ten minutes for this activity.
- 5 As learners work, walk around the classroom and help learners who are struggling to stay on task.

DISCUSSION:

- 1 Call learners to attention.
- 2 Ask for volunteers (or cold call learners) to explain:
Audience: Classmates
Topic: Reasons why classmates must vote for him
Purpose: To convince classmates to vote for him
- 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, like:
 - 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 to learners 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 a hook. An opener is meant to draw someone's attention. It should make them want to keep listening to the speech (or to keep reading an essay).
- 2 Explain that today, we will learn about different techniques learners can use when they are writing their openers:
 - 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 fact instead.
 - g** Slogan: Give the audience a short and striking or memorable phrase.
- 3** Explain that we will now practise writing different types of openers. We will write an interesting opener for the sample speech.
 - 4** 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?'
 - 5** 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, like: 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.'
 - 6** 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.)
 - 7** Give learners 2–3 minutes to write an opener.
 - 8** Instruct learners to pass their piece of paper to the person next to them. Instruct learners to read the opener they have received.
 - 9** Ask learners to share interesting openers that they have read. Try to make sure you have given an example for each type of opener, like:
 - a** Question: 'Do you have a dream for our class?'
 - 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 ok. I have always cared about helping others.'
 - d** Interesting fact: 'Did you know that in our school history, we have only had class representatives for the last five years?'
 - e** Humour: 'Do you want to know why the chicken crossed the road? The chicken took this dangerous journey just to vote for me as class representative.'
 - f** Common misconception: 'Some people think that the class representative has no power. But did you know that the class representatives meet with the head of the school every two weeks?'
 - g** Slogan: 'Your voice. Your choice.'

ACTIVITY 4: USING 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:
 - a Bookend: Referring back to the opening.
 - b Challenge: A call to action.
 - c Echo: Focus on a word that has been repeated throughout the speech.
 - d Slogan: Give the audience a memorable saying to remind them of the purpose of the speech.
- 3 Explain that we will now practise writing different types of closers. We will write an interesting closer for the sample speech.
- 4 Do an example together with the class. For example, if we include a challenge, we could write: 'Let's work together! We must make our school number one!'
- 5 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 note copy one from the board.)
- 6 Give learners 2–3 minutes to write a closer.
- 7 Instruct learners to pass their piece of paper to the person next to them. Instruct learners to read the closer they have received.
- 8 Ask learners to share effective closers that they have read. Try to make sure you have an example for each type of opener, like:
 - a Bookend: 'I ask you again to vote for me.'
 - b Challenge: 'Let's make a difference together.'
 - c Echo: 'This is our school.'
 - d 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 are now going to write a speech from Chief Moroka's perspective.

2. Planning

PLANNING STRATEGY

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

INSTRUCTIONS FOR PLANNING

A. REMIND LEARNERS OF THE TOPIC

Topic: In chapter 12 of 'Mhudi', Chief Moroka gives a speech persuading the Barolong to help rescue the Boers from the Matabele. Write a new speech for Chief Moroka to present to the Barolong people.

B. FIND INFORMATION AND QUOTES IN THE TEXT

- 1 Instruct learners to take out their copy of 'Mhudi'.
- 2 Explain to learners that as a class they will reread chapter 12 to gather information they can use in their speech. They will be looking at what Chief Moroka says to motivate the Barolong to help the Boers.
- 3 Ask for volunteers to read the parts of Chief Moroka's speech.
- 4 Explain to learners that as you 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 Chief Moroka's speech. By using some words from the novel, the speech will sound authentic (real).
- 5 Help learners by pointing out a few useful quotes from the text:
 - Chief Moroka: 'Men of the Barolong...' (pg. 76)
 - Chief Moroka: "Old people say 'the foolish dam suckles her young while lying down; but the wise dam suckles hers standing up and looking out for approaching hunters'" (pg. 76)
 - Chief Moroka: 'You saw his mounted followers and their flowing beards, you saw his women and children in their hooded wagons, like a moving city travelling northward, where they said they were proceeding in search of God. Well, they seem to have found the Matabele instead.' (pg. 77)
 - Chief Moroka: 'Personally I think that, if we must perish, it were better to die fighting...' (pg.77)

- Chief Moroka: ‘Those of you whose mothers and grandmothers have perished at the point of the Matabele assegai must realise the danger that Sarel’s women are exposed to...’ (pg. 77)

C. USE A SPEECH WRITING FRAME

INTRODUCTION:

- 1 Explain that today, learners will use a writing frame to plan their speech.
- 2 Give each learner a blank speech writing frame template for this task. If you do not have a photocopier, instruct learners to copy it into their notebooks.
- 3 Explain that you will fill in the preparation section of the template together.
- 4 Read the topic out loud and instruct learners to fill the topic into the preparation section of their speech writing frame.
- 5 Ask learners: Who is the audience of the speech? (The Barolong chiefs)
- 6 Ask learners: What is the purpose of the speech? (To motivate the chiefs to send help for the Boers)
- 7 Instruct learners to fill in the ‘audience’ and ‘purpose’ sections of their speech writing frame.

PREPARATION

TOPIC: In chapter 12 of ‘Mhudi’, Chief Moroka gives a speech persuading the Barolong to help rescue the Boers from the Matabele. Write a new speech for Chief Moroka to present to the Barolong people.

AUDIENCE: The Barolong people

PURPOSE: To motivate the audience to help rescue the Boers from the Matabele

MODELLING:

- 1 Now fill in the first two boxes of the introduction for learners, for example:

INTRODUCTION (ORIENTATION)

GREETING: My Comrades!

OPENER: It is our time.

JOINT ACTIVITY:

- 1 Ask for a volunteer to come up to the board to help you fill in the next box of the introduction, the topic.
- 2 Let the learner make the decisions, but step in to guide them if they go wrong.
- 3 Do this slowly and loud 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, for example:

TOPIC STATEMENT: The Boers have been attacked by the Matabele. They are in need of help. It is our time to step forward, and march onwards.

INDEPENDENT ACTIVITY:

- 1 Explain that now, learners will fill out the rest of the writing frame on their own.
- 2 Instruct learners to decide what issues Chief Moroka will be raising in his speech and to fill these roughly into their own speech writing frame. These do not have to be written in full sentences as this is a plan.
- 3 Remind learners that they should mix their own words with quotes from the novel, to make their speech sound more realistic (like it is really Chief Moroka who is giving the speech!) Remind learners that they may use chapter 12 for ideas.
- 4 Walk around the classroom and assist learners who are struggling.
- 5 Instruct learners to complete their plan for homework.

SAMPLE FOR TEACHER

BLANK TEMPLATE: SPEECH WRITING FRAME

PREPARATION
TOPIC: (what?)
AUDIENCE: (who?)
PURPOSE: (why?)
INTRODUCTION (ORIENTATION)
GREETING: (address the audience)
OPENER: (to attract attention)
TOPIC STATEMENT: (introduce the topic/problem/issue)
BODY (COMPLICATION)
IDEA 1: present the idea with supporting details/examples
IDEA 2: present the idea with supporting details/examples
IDEA 3: present the idea with supporting details/examples
CONCLUSION (RESOLUTION)
REVIEW: (refer to the main points, do not summarise-this is different from a conclusion in an essay!)
CLOSER: (clincher/call to action/challenge)

COMPLETED SPEECH WRITING FRAME

PREPARATION
TOPIC: <i>In chapter 12 of 'Mhudi', Chief Moroka gives a speech persuading the Barolong to help rescue the Boers from the Matabele. Write a new speech for Chief Moroka to present to the Barolong people.</i>
AUDIENCE: <i>Barolong people</i>
PURPOSE: <i>To motivate the audience to help rescue the Boers from the Matabele</i>
INTRODUCTION (ORIENTATION)
GREETING: <i>My Comrades!</i>
OPENER: <i>It is our time.</i>
TOPIC STATEMENT: <i>It is our time to show:</i>
<ul style="list-style-type: none"> • <i>That we are good people.</i> • <i>The Boers are in need, and it is our time to help.</i>
BODY (COMPLICATION)
IDEA 1:
<ul style="list-style-type: none"> • <i>Personally I think that, if we must perish, it were better to die fighting.</i> • <i>It is our time to stand tall against the Matabele.</i>
IDEA 2:
<ul style="list-style-type: none"> • <i>Remind the Barolong of the suffering our people endured at the hands of the Matabele.</i> • <i>It is our time to stop the Matabele from spilling the blood of more innocent people.</i>
CONCLUSION (RESOLUTION)
REVIEW: <i>Let us do what is right, and help the Boers. They need our men, our cattle, and our thirst for justice.</i>
CLOSER: <i>It is our time.</i>

3. Drafting

INTRODUCE CRITERIA

Explain that learners will now use their speech writing frame to help them draft their final speech. Explain that 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 Chief Moroka's speech as he addresses the Barolong people. The tone and language should be appropriate for the 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 The conclusion must not be a summary.
- 7 Use a clincher that leaves the audience thinking.
- 8 Do not copy any of the headings from the writing frame.
- 9 Use the techniques from the example text: inclusive language, repetition, persuasive language.

Instructions

- 1 Instruct learners to open their notebooks to a clean page. At the top of the page, they must write the date and the heading, '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 speech 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 speech writing frames and start writing 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
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

4. Editing

STRATEGY

Peer-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 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 back the draft 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 ok 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 heading, 'Speech'.
- 3 Learners must provide a title for their speech.
- 4 At the bottom of the essay 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 groups 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 slow (pace)
 - the speaker speaks with expression and fluency (speak 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 the 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 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

My Comrades!

It is our time.

It is our time to prove that the Barolong are the product of good hearted men and women. The Boers have been attacked by the merciless Matabele.

It is our time to stand tall against the Matabele, and show them our true spirit. If we must perish, it is better to die fighting. Let us keep our heads held high, and our spears sharp, as we march towards revenge.

Comrades, it is our time to stop the Matabele from spilling the blood of innocent people. Take a moment to remember the Matabele spears that spared no lives, and felt no guilt. Let us help the Boers from suffering the same fate as we, the Barolong suffered.

It is our time to do what is right, and help the Boers. They need our men, our cattle, and our thirst for Matabele blood.

Comrades, it is our time.

Word Count: 152

Mark: 27/30

TEACHER FEEDBACK

This is a very convincing piece of writing. The format is perfect – well done. You have used lots of the devices we discussed in the lessons. Well done on reducing your words between your plan and your final draft. That’s not an easy thing to do! Well done!

Oral Rubric CAPS Prepared Speaking Name of School: _____ Date of assessment: _____ Name of Learner: _____ Class: _____		Final Mark $\frac{\text{Total} \div 5 = 20}{100}$						
		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
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

Mhudi

**Writing and
presenting**

CYCLE 7

Writing and presenting

Review

Topic:

Mzilikazi is a key character in the text ‘Mhudi’. He has a very aggressive personality and is a person who craves power. Write a paragraph to describe the character of Mzilikazi in the text ‘Mhudi.’ You must provide evidence from the text to substantiate your comments about his personality.

Length of task

120–150 words

CAPS reference: pg. 39

Text type	Purpose	Text Structure	Language Features
Review (e.g. book or film review) (Long)	To summarise, analyse and respond to literary texts or performances	Context: background information such as author, illustrator, type of work Text description: describes elements of the text or production such as main characters, key incidents and stylistic features Judgement: evaluation of the work by expressing an opinion or judgement	Written in the present/past tense Use of appreciation vocabulary to evaluate text, e.g. <i>enjoyable, heart-warming, funny, exciting, amusing, important, informative, outstanding</i>

Introduction

Tell learners that today they are going to write a review. The review will be about Mzilikazi in the novel, ‘Mhudi’.

Teach the genre

PURPOSE:

Writing a review about a setwork allows learners to focus on one element of the text, such as a character or a theme. They learn the skills of summarising and analysing text through focusing in on this one element.

HOW TO WRITE A REVIEW:

In order to write an effective review of a literary text, learners must:

- 1 Develop an opinion or judgement about a theme or character in the text. This may include making inferences about characters based on their actions/emotions/thoughts in the text.
- 2 Find evidence from the text to support their statements.
- 3 Scan the text to find the information they are looking for. An obituary contains information about the person's death and it provides background information about their life.

Teach selected text structures and language features

Activity 1: Finding evidence in the text

MODELLING:

- 1 Settle learners so you have their full attention.
- 2 Explain that they will each be writing a paragraph about one character in the novel 'Mhudi'.
- 3 Ask learners: What does the word 'proof' mean?
- 4 Allow the learners to give their own definitions but ensure that they know that 'proof' means 'facts' or 'evidence'.
- 5 Ask learners: How do we get proof?
- 6 Encourage the learners to make suggestions.
- 7 Emphasise that getting proof is finding evidence to show that something is true.
- 8 Explain that when we write about literary texts, we must support our statements with 'proof' from the text that is being studied. This means that we need to find evidence in the text to show why we are making a particular statement (substantiating).
- 9 Demonstrate one example for the class:
Statement: The Barolong people in Kunana are massacred.
Proof: Chapter 2 pg. 12: 'Future generations will never know war, for the Barolong are an exterminated people.'
- 10 Remind learners that they must use their knowledge of the text and scan the pages to find what they are looking for:
- 11 Scanning means that you look quickly over the text to find specific information.
- 12 It is a good idea to look for key words. When you spot a key word, you can read the text more carefully. For this activity, the name of the character mentioned is a good key word.

JOINT ACTIVITY:

- 1 Explain to learners that you will do one example together.
- 2 Instruct learners to take out their copies of 'Mhudi'.
- 3 Write the following statement on the board: The Barolong women had a lot of work to do.

- 4 Instruct learners to scan the first two pages of their texts and find any mention of the word ‘women’ or ‘she’.
- 5 Explain that when they see the words ‘woman’, ‘women’ or ‘she’, they should read the sentence in which it is included. In this way, the learners will find the proof they need: Chapter 1 pg. 1: ‘But a woman’s work was never out of season. In the summer she cleared the cornfields of weeds and subsequently helped to winnow and garner the crops. In the winter time she cut the grass and helped to renovate her dwelling.’

GROUP WORK:

- 1 Explain that the class will form teams to play a game to practise finding evidence in ‘Mhudi’.
- 2 Split the class into groups of five learners.
- 3 Instruct each group to think of a team name.
- 4 Write the team names on the board in order to keep score.
- 5 Instruct each team to take out one piece of paper and write their team name at the top. Explain that this page will be used by the team to write down their answers.
- 6 Explain that you will make a statement about the novel. The team must find evidence in the text to support your statement. This evidence must be written down on the team’s page and must include the page number where it was found.
- 7 Explain that not all statements are true. If this is the case then they need to find evidence to correct the statement.
- 8 Instruct learners to choose a scribe (someone who does the writing) for their team.
- 9 Explain that groups will only have two minutes to answer each question, so learners must work as a team to find the evidence quickly.
- 10 Explain that this game will be played in rounds. Each round will consist of three questions. At the end of each round, you will mark the team answers and write the scores on the board. This creates excitement as the teams see the scores and who is winning.
- 11 Play the first four rounds of the game. The statements and evidence are provided below.

Activity 2: Making statements and inferences

MODELLING (FOR THE FINAL ROUND):

- 1 Explain that the final round will be different to the first four rounds. In the final round the information is swapped around. This time, you will give a piece of evidence from the text and the team must decide what this says about the character.
- 2 Demonstrate one example for the class: Proof: Chapter 3 pg. 15:
 - Mhudi: ‘In my sleep during the night, I suffered from awful hallucinations. I saw all over again the butcheries at Kunana...’Statement: (This is just an example – answers will vary slightly by group!)
 - Mhudi is still suffering from the loss of her family. She dreams about the awful things she saw on the day of the massacre.

GROUP WORK (FOR THE FINAL ROUND):

- 1 Play the final round of the game.
- 2 At the end of the game, add up the scores. Applaud the winners and congratulate the class for their effort.
- 3 Emphasise the importance of always finding evidence from the text to support your statement.

SAMPLE FOR TEACHER**STATEMENTS FOR ACTIVITY 1**

(NOTE: You may change any of the statements in the table below, or you may use them as they are for the game. These samples are meant to help and guide you!)

	STATEMENT (Read the statements below to the class)	PROOF (Please note these are sample answers. Learners may well find other evidence that is also correct. Please use your discretion when marking.)
ROUND 1		
1	The Bechuana lived between Central Transvaal (nowadays Gauteng) and the Kalahari Desert.	True Pg. 1 'Two centuries ago the Bechuana tribes inhabited the extensive areas between Central Transvaal and the Kalahari Desert.'
2	Women loved being wives, and liked the jobs that they had to do.	True Pg. 1 'Fulfilling these multifarious duties of the household was not regarded as a drudgery by any means; on the contrary, the women looked upon marriage as an art;...'
3	The Barolong did not care about money.	True Pg. 2 ...'these simple folk were perfectly happy without money and without silver watches.'

ROUND 2		
4	Mzilikazi was the king of the Matabele kingdom.	True Pg. 3 '...there descended on Mzilikazi, king of a ferocious tribe called the Matabele,...
5	The Matabele were once part of the Zulu kingdom.	True Pg. 3 'Mzilikazi's tribe originally was a branch of the Zulu nation...'
6	Mzilikazi liked the way Shaka ruled the Zulu kingdom	Not true Pg. 3 'Irritated by the stern rule of that monarch, Mzilikazi led out his own people who thereupon broke away from Shaka's rule...

ROUND 3		
7	Ra-Thaga grew up without a father.	Not true Pg. 4 '...Notto by name....His son, Ra-Thaga minded one of the herds at a place called Mhuhucho.'
8	Chief Tuana ordered the two Matabele tax collectors to be killed.	True Pg. 4 "...he commanded some young men to take the two to the ravine and 'lose them' which is equivalent to a death sentence."
9	After Ra-Thaga fled Kunana, he met other people very soon.	Not true Pg. 7 'Ra-Thaga travelled nearly two months without meeting a single soul.'

ROUND 4		
10	Ra-Thaga was afraid of being attacked by wild animals while he was sleeping.	True Pg. 8 'Ra-Thaga, in order not to be attacked by wild animals, was wont to sleep in the top branches of some large tree, where he would weave a hammock of ramblers and ropes of inner barks, tying it up with twigs.'
11	Mhudi shows that she is brave very early on in the text.	True Pg. 9 'He believed that women were timid creatures, but here was one actually volunteering to guide him to where the lion was,...'
12	Mhudi's family were killed by the Matabele.	True Pg. 10 "My father and mother are slain, also my two sisters and little brothers – tiny little children."

STATEMENTS FOR ACTIVITY 2

	PROOF	STATEMENT
ROUND 5		
13	Pg. 11 "...the gods are indeed propitious to allow someone to comfort me after the massacre of our people."	Ra-Thaga is a traditional man who believes in gods and the power of his culture. Ra-Thaga is grateful to have Mhudi by his side.
14	Pg. 11–12 "No", replied Mhudi, "though I have lost my people, I have not lost my manners. Men first; you have the right of way."	Even though Mhudi is a brave and independent woman, she has still been conditioned to believe that men are superior to women.
15	Pg. 1 '... the daughter of a well-to-do peasant, surrounded by all the luxuries of her mother's home, would be the object of commiseration if she were a long time finding a man.'	The Barolong believe that it's important for a woman to find a husband quickly. They believe that people will feel sorry for a woman if she does not marry.

Useful genre-related vocabulary	
evidence	examples from the setwork text that support a statement and show that it is true
statement	a spoken or written piece of information or opinion
scan	to look quickly over a text to find particular information
correspond with	to match or be the same
Standard English	correct English, slightly formal
slang	very informal English, often used by a particular group
colloquialisms	informal English used in normal spoken English

1. Setting the task

SET THE TASK

- 1 Remind learners that they will now write their reviews.
- 2 They will use the information they find as a group to do this.

2. Planning

PLANNING STRATEGY

- a Remind learners of the topic.
- b Learners work in groups to find information about Mzilikazi in the text.
- c The findings are summarised.

INSTRUCTIONS FOR PLANNING

A. REMIND LEARNERS OF THE TOPIC

Topic: Tell learners that today they are going to write a review. The review will be about Mzilikazi in the novel, 'Mhudi'.

B. GROUP WORK

- 1 Explain that today, learners will prepare for the review by looking through the text for information about Mzilikazi in small groups.
- 2 Instruct learners to take out their copy of 'Mhudi'.
- 3 Divide the learners into groups of 4–5 learners and assign one or two chapters to each group. You will only use chapters 1–10 for this task. Assign each group one or two chapters, depending on the size of your class.
- 4 Hand out one piece of paper to each group. Instruct each group to choose a scribe (the person who will do the writing).
- 5 Explain to learners that in their group, they must find information about Mzilikazi's character in their assigned chapters. Explain that this information may come from what other characters say about Mzilikazi. The scribe should write down the chapter

and page number. The group must decide what they think the lines from the text tell us about the character of Mzilikazi.

- 6 Give learners 10 minutes to complete this task in their small groups. Then call the learners back together
- 7 Explain that each group must choose a spokesperson to report what they found in their chapter/s. This must be a different person from the scribe (writer).
- 8 As each group shares, list the findings on the board.
- 9 Discuss the findings with learners.

C. INDIVIDUAL WORK: SUMMARISE THE FINDINGS

- 1 Explain that each learner must read over the notes on the chalkboard. Each learner must choose the three most important things that Mzilikazi does or says, or that other characters say about Mzilikazi. Explain that each learner should choose the three things that he or she feels are most important – there are no right or wrong answers.
- 2 Explain that learners should also explain what each of these things tells us about Mzilikazi.
- 3 Instruct learners to ensure that they have the right reference details (chapter and page) for the quotes they have chosen.
- 4 Instruct learners to take out their exercise books. Give learners 10–15 minutes to complete this task. As learners write, walk around the classroom to help learners who are struggling.
- 5 Learners must complete their lists of three important items for homework.

SAMPLE FOR TEACHER

SAMPLE OF SMALL GROUP WORK:

(This is a list of possible characteristics that learners may find. They are listed with the evidence from the text. Learners may have other examples as well – this is not a comprehensive list! This list only contains examples from chapters 1, 2 and 3.)

Page	What Mzilikazi says and does	What this tells us about him
Pg. 3	Upon these peaceful regions over one hundred years ago there descended on Mzilikazi, king of a ferocious tribe called the Matabele, a powerful usurper of determined character who by his sword proclaimed himself ruler over all the land.	Mzilikazi rules a ferocious army. Mzilikazi is determined and has taken power into his own hands. He has proclaimed he is the ruler of all the land, even though nobody else has agreed to this. This shows he is arrogant.
Pg. 3	'...the Bechauna inhabitants were permitted to remain on condition that their chiefs should pay tribute to Mzilikazi.'	Mzilikazi has taken control over land that is not his, and forces other tribes to pay him tax. This shows that he is greedy. He wants money, land and control in order to have power.
Pg. 4	"You will pay with your own blood and the blood of your children for laying your base hands on the courier of King Mzilikazi."	Mzilikazi will get revenge on anybody who sheds the blood of a Matabele. He will get revenge in a cruel and merciless way, even punishing children. This is another way Mzilikazi keeps control of his power.
Pg. 10	"I, too, come from the doomed city – curse that Matabele king! My father and mother are slain, also my two sisters and little brothers – tiny little children. I have never heard of any lions killing children, but Matabele seem to be fiercer than beasts of prey."	Mhudi describes how the Matabele, under Mzilikazi's rule, destroyed the city of Kunana. She explains that they showed no mercy, they even killed children. This shows that Mzilikazi will do whatever it takes to show that he should be feared, and people should never cross the Matabele.

SAMPLE OF INDIVIDUAL WORK:

(Table will be based on individual learners' selections. There are no right or wrong answers. Learners can list this information in any order.)

Page	What Mzilikazi says and does	What this tells us about him
Pg. 22	'... it was no uncommon thing for a joyous festival of the kind to end with a death sentence on any who might upset the uncertain temper of Mzilikazi the Terrible;...'	Mzilikazi is incredibly temperamental with his violence. He would put people to death if they made him angry.
Pg. 36	'She could not be persuaded that the crime of one chief who murdered two indunas was sufficient justification for the massacre of a whole nation.'	Mzilikazi killed a whole nation only because a chief murdered two of his people. Mzilikazi is brutal. He has caused pain and grief for many people.
Pg. 60	'Umnandi would willingly have given up her beauty and stately mien and forgotten her skill in cookery, in return for the birth of a baby boy as a present to her husband and his people.'	Mzilikazi values men over women. He perpetuates a patriarchal society where boys are seen as better and more valuable than girls. A baby boy is worth far more to him than a baby girl.

3. Drafting**INTRODUCE CRITERIA**

Tell learners that they must remember the following criteria when drafting their paragraph:

- 1 This is a longer transactional piece and must be between 120 and 150 words long.
- 2 The paragraph should be written in the present tense.
- 3 The register is formal and language and spelling must be accurate.
- 4 Statements must be backed up with evidence from the text.

INSTRUCTIONS**A. DISCUSS PARAGRAPH STRUCTURE**

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their exercise books to a clean page. At the top of the page they should write the date and the heading: 'Review'.
- 3 Write the following elements of a review on the board:
 - Paragraph 1: Introduction paragraph
 - Paragraph 2: Topic sentence for point 1, proof and explanation
 - Paragraph 3: Topic sentence for point 2, proof and explanation
 - Paragraph 4: Topic sentence for point 3, proof and explanation
 - Concluding sentence
- 4 Ask learners to copy these elements into their exercise books for reference.

- 5** Explain and/or model each element to the learners and ask them to take notes:
- a** Paragraph 1: Introduction paragraph. This paragraph must state the name of the setwork, the name of the author, and the name of the character being reviewed. This paragraph should clearly state the three points that you intend to prove about the character you are reviewing. (This is example is on Mhudi’s character.)
For example:
‘In Sol Plaatjie’s Novel, ‘Mhudi’, there are three distinct characteristics about Mhudi’s personality. The first being her braveness, the second characteristic is her intuition and the third quality is her love for Ra-Thaga.’
 - b** Paragraph 2. The point should be stated as a topic sentence. Then, you must show proof/evidence of the first point. This should be followed by an explanation of how this proof shows the qualities/characteristics of the character being reviewed. For example:
‘Mhudi is a very brave woman. In chapter 2, Mhudi accompanies Ra-Thaga to fight off the lion. This shows that Mhudi is very brave, and is willing to put herself in the face of danger.’
 - c** Paragraph 3 and 4: These paragraphs must follow the same structure as paragraph 2 (Topic sentence, evidence, and explanation).
 - d** Concluding statement: This should be a one to two line statement that concludes the review. For example:
‘The points mentioned above prove that Mhudi’s character is brave, intuitive and has a strong love for Ra-Thaga.’

B. INDEPENDENT WORK

- 1** Instruct the learners to start drafting their character review. Remind learners to focus on the three most important points about Mzilikazi’s character.
- 2** Walk around the classroom to assist learners who are struggling.
- 3** Learners may finish drafting their writing as homework if needed.

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 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

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 (below) 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 Tell the learners to read the draft again to check the factual information: are the points backed up with evidence from the text and correctly referenced?
- 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 for learners to read the notes their partner has given them.
- 13 Allow 5–10 minutes for learners to explain the suggested corrections to their partner.
- 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 paragraphs around with arrows and correct their language mistakes on the page. Remind them that it is ok if this draft starts to look very messy, as they will need to rewrite it for the final version.

EDITING CHECKLIST

Write the following checklist on the board for learners to follow:

PEER-EDITING CHECKLIST:

- 1 Is there a date, heading and title?
- 2 Are the spelling, grammar and punctuation correct?
- 3 Do all the sentences start with capital letters and end with full stops?
- 4 Are all the verbs in the present tense?
- 5 Has the writer followed the structure:
 - a Paragraph 1: Introduction paragraph
 - b Paragraph 2: Topic sentence for point 1, proof and explanation
 - c Paragraph 3: Topic sentence for point 2, proof and explanation
 - d Paragraph 4: Topic sentence for point 3, proof and explanation

- e Concluding statement
- 6 Is the paragraph a minimum of 120 words or a maximum of 150 words long?
- 7 What is something that you like about this review?
- 8 What is something you think could be improved? Be constructive (helpful).

5. Presenting

PUBLISHING REQUIREMENTS

- 1 Learners must write out their paragraphs neatly on lined paper.
- 2 Learners must make the corrections based on notes from their partner.
- 3 At the top of the page, they must include their name, the date, the heading, 'Review of Setwork' and the title, "Character Analysis of Mzilikazi from 'Mhudi'."
- 4 They must write neatly and legibly.
- 5 At the bottom of their paragraph they must write the words 'Word count' followed by the number of words (not including the date, heading, and title).

PRESENTING STRATEGY

Group reading

PRESENTING INSTRUCTIONS

- 1 Ask learners to take out their final draft.
- 2 Instruct learners to form groups of four.
- 3 Instruct learners to take turns reading their character review out loud to the group. Each learner should get a chance to read to their small group.
- 4 Ask each listener to give a comment about the piece they have just heard.
- 5 Remind learners that any criticism should be constructive (helpful).
- 6 If you have time, call the learners back together.
- 7 Ask for 2–3 volunteers to read their paragraph to the whole class.
- 8 Make one positive comment about each piece that was read.
- 9 Thank all the learners for their hard work.

COMPLETED EXAMPLE

REVIEW OF SETWORK

Character analysis of Mzilikazi from 'Mhudi'

In Sol Plaatjie's, 'Mhudi', Mzilikazi has three distinct qualities to his personality: he is violent, he is temperamental and he values males over females.

Mzilikazi is a brutal and violent leader. On page 36, Mhudi explains that she does not understand how the murder of two messengers was sufficient justification for the massacre of an entire nation. Mzilikazi's punishment is brutal.

Mzilikazi has a ruthless temper. On page 22, it states that Mzilikazi would sometimes put people to death if they angered him.

Mzilikazi values males over females. On page 60, we learn that Umandi's greatest wish is to give Mzilikazi the gift of a son. This is proof that Mzilikazi values a son over a daughter. He believes the only way to continue his legacy is through his sons.

The points mentioned above show us how Mzilikazi is violent, easily angered and that he favours sons over daughters.

Word count: 149 words

Mark:25/30

TEACHER FEEDBACK:

This is a very clear and well-structured review. You used good references from the novel to prove your statements. It also gives a good indication of Mzilikazi's character. Keep up the hard work.