

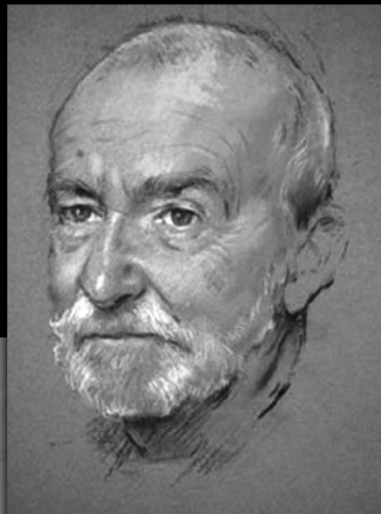
**ENGLISH  
FIRST  
ADDITIONAL  
LANGUAGE**

**Grade 12**

**Literature  
Module:**

**My Children!  
My Africa!**

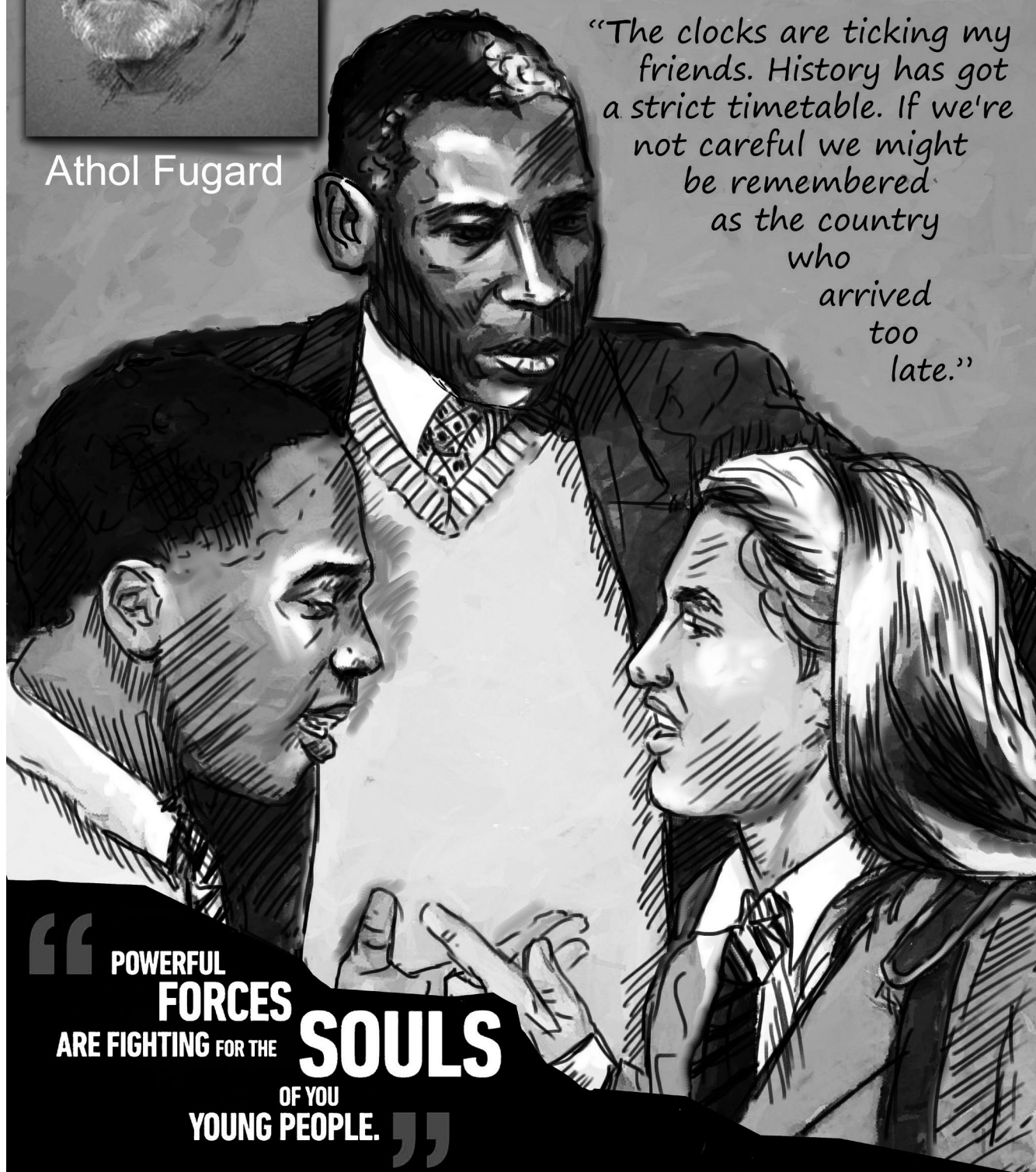
**RESOURCE PACK**



Athol Fugard

# MY Children! MY Africa!

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



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

**MY CHILDREN! MY  
AFRICA!  
Athol Fugard**

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**MR M  
(Anela Myalaty)**

**Thami**

**Mbikwana**

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**Isabel**

**Dyson**

# Generational Struggle

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**What is the Best  
Way to Achieve  
Change?**

**Living a  
Meaningful Life**

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**Justice and  
Injustice**

**Betraya!**

**Operation  
qhumanisa**

**Apartheid**

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**School**

**boycott**



# arrs soon

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**“Liberation  
first, then  
education.”**

**Political action**  
**committee**

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**commrades**

# literature quiz

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## Lord

## Byron

**resistance**

**struggle**

# Resource 1: Dictionary

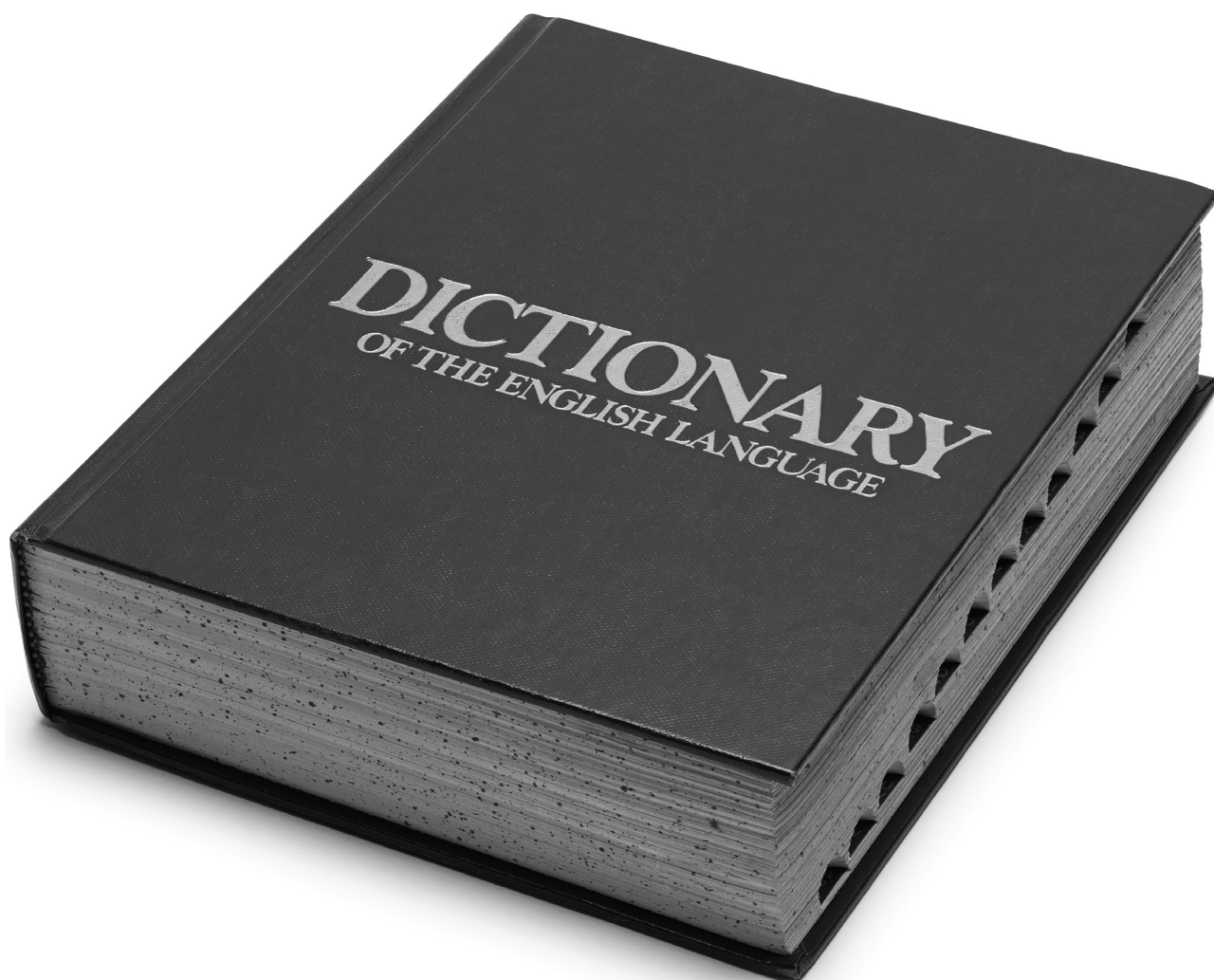


Photo Mellon / Shutterstock

The dictionary is a symbol for Mr M's love of words, learning, ideas and communication. Mr M believes that these are the weapons that should be used to create change. People should talk and debate until they come to an agreement.

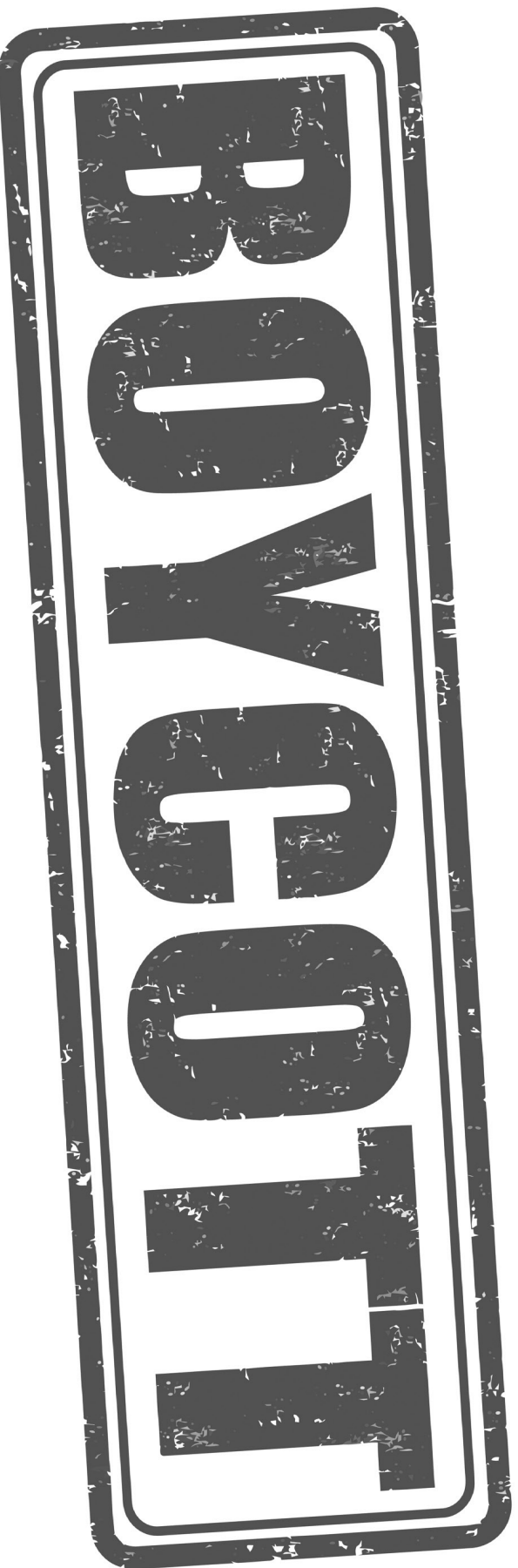
## Resource 2: Stone



chitakorn59 / Shutterstock

The stone is a symbol for creating change through force and violence. The young people in the Brakwater community are tired of waiting patiently for Apartheid to end. They want to bring about change more quickly, and are prepared to use force to do it. In the play there is arson (burning cars or buildings), stone throwing and necklacing (killing a person by putting a burning tyre around their neck or their chest and arms).

## Resource 3: School boycott



Shutterstock

School boycotts became a common strategy for fighting against Bantu Education in the 1980s. Thousands of learners refused to go to school until Bantu Education was abolished (ended, stopped). In the play, Thami joins the school boycott called Operation Qhumisa.



## Resource 4: Debate



iQoncept / Shutterstock

The play starts with a formal debate between Isabel and Thami. They are both excellent debaters. Mr M believes that the best way to achieve change is to exchange ideas the way that people do in a debate.



# Themes

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

<b>THEME 3:</b>	<b>Living a Meaningful Life (continued)</b>
	<p>the little education that was available to them. Many of them could not fulfil their potential i.e. by following the careers that they wanted. Many of them were trapped in low-paying jobs and felt frustrated that in order to free the country, they had give up the opportunity to fulfil their academic and career potential.</p>
DISCUSSION QUESTION/S:	<ol style="list-style-type: none"> <li>1 Do you think some education – even if it’s worse than other people receive – is better than no education?</li> <li>2 If you had been at school in the 1980s, would you have gone to school and received an inferior education, or not gone to school at all as a protest against Bantu Education (and therefore missed out on the opportunity to matriculate)?</li> </ol>
<b>THEME 4:</b>	<b>Justice and Injustice</b>
EXPLANATION OF THEME:	<p>How can people get justice within an unjust system? If the legal system doesn’t provide justice for some people, is it okay for people to punish criminals themselves?</p> <p>When ordinary citizens find and punish people they see as criminals, (without involving police, courts, trials or evidence), we call this ‘vigilantism’ or ‘mob justice’. Is vigilantism acceptable?</p> <p>Example 1: Imagine that someone steals your phone. You know who he is, what he looks like and where he lives. However, the police refuse to arrest him because he pays them bribes. What should you do? Should you try to convince the police to behave differently? Should you find someone to beat him up and get your phone back? Should you forget about the whole thing?</p> <p>Example 2: Imagine that a crowd of people arrives at your door. They are very angry. They say that your brother raped someone in the community. They don’t trust that the police will manage to arrest him, or that the courts will manage to convict him.</p> <p>They are tired of watching rapists go unpunished, and they are here to punish him themselves. However, you know that your brother is innocent, because on the day of the rape he was with you. They have the wrong man. However, they refuse to listen to you. They drag him out of the house and beat him. Do you think the crowd was right? Do you think your answer to that question would have been different if he had been guilty? How can a mob work out if someone is innocent or guilty? Do you think vigilantism is acceptable?</p>

<b>THEME 4:</b>	<b>Justice and Injustice (continued)</b>
DISCUSSION QUESTION/S:	<ol style="list-style-type: none"> <li>1 If the police don't do their job properly, do you think it is okay for ordinary people to</li> <li>2 take revenge on criminals?</li> <li>3 Is this still okay even if you know that sometimes they will take revenge on the wrong people (i.e. innocent people)?</li> </ol>
<b>THEME 5:</b>	<b>Betrayal</b>
EXPLANATION OF THEME:	<p>Betrayal is when you are disloyal to someone you love – you lie to them, cheat on them, give away their secrets or get them into trouble. What is the right way to respond when someone you care about betrays you? Are there situations that make betrayal understandable?</p> <p>When someone betrays their country, it is called 'treason.' It is a very serious crime and results in a harsh punishment. Do you think betraying your country is the same as betraying a friend? Which is worse?</p>
DISCUSSION QUESTION/S:	<ol style="list-style-type: none"> <li>1 Have you ever been betrayed? How did it feel? Have you ever betrayed someone? Why?</li> <li>2 How should we react when someone betrays us?</li> <li>3 Would you betray someone if you believed that by doing so you were actually helping them in the long run?</li> </ol>

# Lesson 1: Pre-reading

## Behind black school boycott in S. Africa: dissatisfaction with apartheid

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

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

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

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

Interviews with a number of pupils, parents, school officials, and community activists in eastern Cape Province — the area hardest hit by the unrest — indicate that while dissatisfaction with the educational system may have sparked the current protests, the overriding grievance is the entire system of racial discrimination in South Africa, known as Apartheid.

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

Typically, initial grievances concern local conditions in black schools.

‘The classrooms are not big enough. The toilets are filthy,’ says one 18-year-old who is boycotting. Among his other complaints:

His school has 12 classrooms for some 650 students, books are in short supply, there is no equipment for teaching science, the rugby and soccer teams share the same jerseys and the same playing field. School authorities earlier prohibited the formation of a students’ representative council to voice pupil grievances.

But while conditions in the schools provide targets for protest actions, it appears that the students’ grievances go far beyond that. As one analyst puts it, ‘What’s the use of getting new textbooks if the whole educational system isn’t changed?’

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

One student says that even should the government keep its promises of equal education expenditure for all races, ‘Bantu education will still be there. What we are taught is not good quality,’ he argues. But, he continues, ‘The government — the authorities — don’t want to hear what we say. They make themselves deaf. So this [boycotting] is how we show our power.’

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

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

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

**QUESTIONS:**

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

# Lesson 14: Post-reading

The theme in “My Children! My Africa!” That interests me is ...

I think it is interesting because ...

It relates to my life because ...

I still have the following question about ...

## Argumentative essay: 2 documents

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### ANALYSING ARGUMENTATIVE WRITING

Instructions: Get into groups of three, read the text (below) and then answer the questions that follow.

#### EATING MEAT

Eating meat is wrong. Animals suffer when they are killed. We know this because they have well- developed nervous systems. Therefore, they have the ability to feel pain and distress. We thus have no right to treat animals like that just so we can enjoy eating them. Furthermore, before they are killed, they are kept in terrible conditions on “factory farms” where they don’t have enough space to move around. Sometimes they have to stand in pools of their own faeces, and live in dark rooms and never see sunlight. Moreover, farming animals to eat is bad for the environment. In particular, cows are bad for the environment because of their farts, which contain a greenhouse gas called methane. There are 1.4 billion cows in the world. This number is not natural: it is so high only because we breed cows for dairy and beef. If we stopped farming cows, there would actually be fewer cows and therefore less methane in the atmosphere. In conclusion, being a vegetarian is the moral way to eat.

#### QUESTIONS:

- 1 What is the topic examined in the text above?
- 2 What is the writer’s position on that topic? (I.e. do they agree or disagree with it?)
- 3 What 3 arguments does the writer use to support their position?

**TEMPLATE**

Topic: In “My Children! My Africa!” Thami argues that the crowd that necklaced Mr M were not a ‘mad mob’ guilty of murder. He says that they were acting in self-defence. Do you agree with him? Give your opinion and support it with three different arguments backed up by evidence from the play.

INTRODUCTION

Murder is

Self-defence is

BACKGROUND INFO:

Killing Mr M is murder / self-defence because

Furthermore

Another reason why killing Mr M is murder / self-defence is that

In conclusion



## Diary entry: 1 document

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### ANALYSING A DIARY ENTRY

Instructions: Read the diary entry below and then, in pairs, answer the questions that follow.

6 September 1984

Wow – what a day! I spent it in Brakwater. Can you believe it? It was NOTHING like I expected. I had imagined that people would treat me like a celebrity. But it wasn't like that at all. I was nothing more nor less than their debating opponent, almost as if I had to prove myself to them. For the first time I saw myself through other people's eyes. I'm just one small girl living in a country of millions of interesting people. I want to meet more of them, to learn what their lives are like and how they see the world. I'm going to start with the learners of Zolile High!

P.S. I won the debate!

### QUESTIONS

- 1 Who wrote the entry?
- 2 When was this entry written?
- 3 What happened in this entry? (What is she writing about?)
- 4 Why did this person write this? How are they feeling?
- 5 How do we know this person is feeling this way?
- 6 Who does it sound like she is speaking to? How do you know that?
- 7 Why do you think she may have written a diary entry like this?
- 8 Have you ever kept a diary? Why or why not?

## Speech: 2 documents

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Fellow students,

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

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

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

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

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

### QUESTIONS

- 1 Who is the audience? (Who is the speaker speaking to?)
- 2 What is the topic? (What is the speech about?)
- 3 What is the purpose? (Why has it been written? What is the speaker hoping to achieve?)

## How to write a good speech

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Use the following language techniques:

- 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.

Use openers to attract attention:

- 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.
- Quotation: Use a literary quote (a quote from a book) or a quote by a famous person that is related to your topic.
- 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.
- Interesting fact: An interesting fact surprises the reader by telling them something they didn’t know before. This can include statistics or other data.
- Humour: Include something funny! This makes people laugh – if people are enjoying what you are saying, they are more likely to listen!
- Common misconception: Explain a common belief that people have that is not true. Give people an alternative and facts instead.
- Slogan: Give the audience a short and striking or memorable phrase.

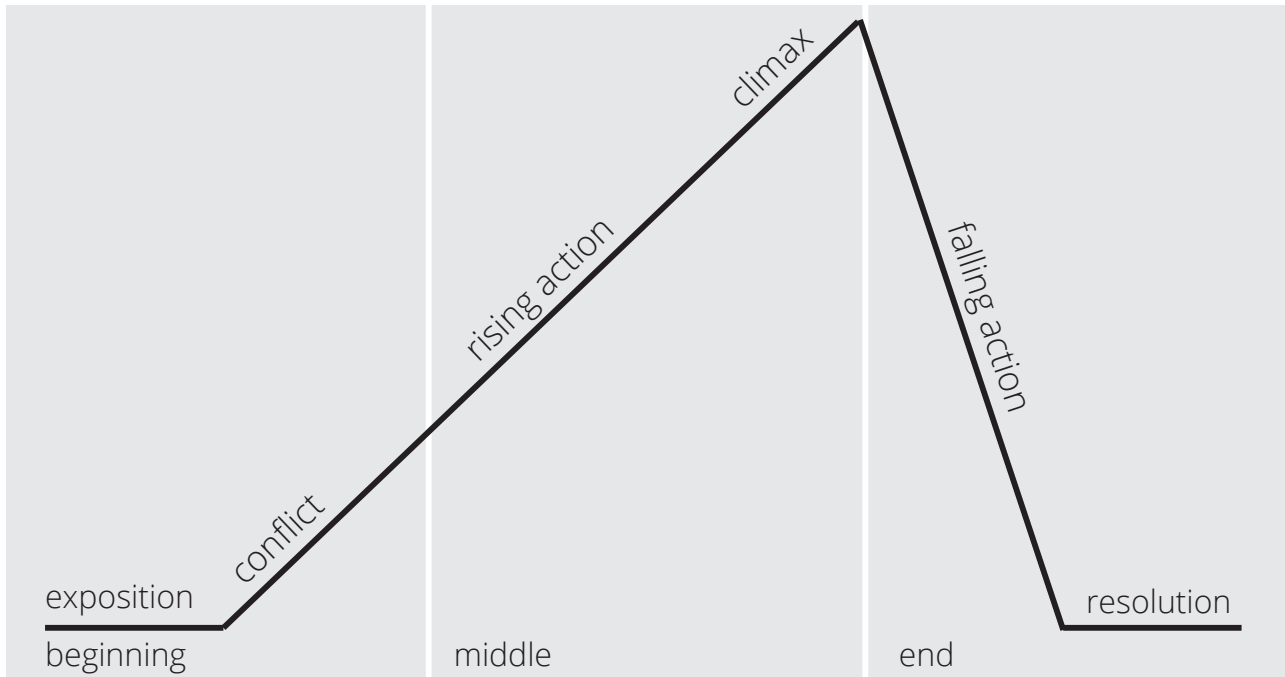
Use closers to leave audience with something to remember

- Bookend: Refer back to the opening.
- Challenge: Call the audience to action.
- Echo: Focus on a word that has been repeated throughout the speech.
- Slogan: Give the audience a memorable saying to remind them of the purpose of the speech.

## Narrative essay: 2 documents

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### NARRATIVE ARC



#### PARAGRAPH 1: INTRODUCTION / EXPOSITION

Describe the main characters and setting in detail, so we know who and what the story is about. (It can actually be effective to state the conflict in one sentence at the start of the introduction, to get your readers excited.)

#### PARAGRAPH 2: CONFLICT / RISING ACTION

Narrate the events that lead to the conflict. Build the tension.

#### PARAGRAPH 3: CLIMAX

Narrate the main events that make up the conflict. This is the most intense part of the story, containing the action. It can include direct speech.

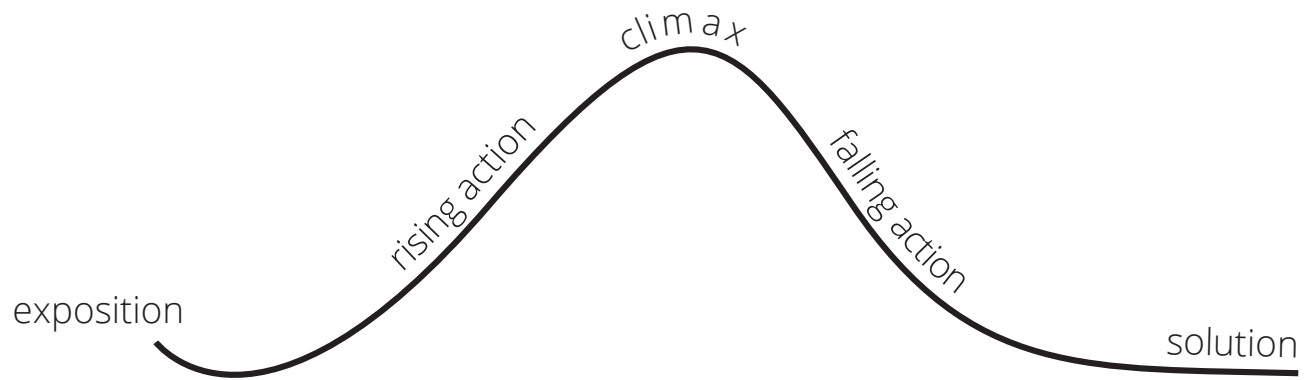
#### PARAGRAPH 4: FALLING ACTION

What happens as a result of the climax?

#### PARAGRAPH 5: RESOLUTION / CONCLUSION

How is the conflict resolved? Resolution can be happy or sad.

**PLOT YOUR STORY ON A NARRATIVE ARC**



## Discursive essay: 3 documents

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### READ A DISCURSIVE TEXT

#### 'FEES MUST FALL'- OR NOT?

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

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

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

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

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

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

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

## Template

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### TOPIC

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

INTRODUCTION: Capital punishment is

This is a controversial topic because

Some people think that capital punishment should be legal because

Furthermore, supporters of capital punishment believe

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

Another reason why some people do not support capital punishment is

In conclusion



## News article: 1 document

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### ANALYSING A NEWS ARTICLE

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

By Garima Kunzru

November 23, 2017

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

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

The trigger for the coup was when the Vice President, Emmerson Mnangagwa was fired by Mugabe. Mnangagwa and Grace Mugabe have been competing for who will succeed Mugabe. His sacking was seen as a move

to eliminate him from this competition. Mnangagwa is set to be sworn in as President.

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

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