

# South African literary works

by Carmen Müntzenberg



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Die Schülerinnen und Schüler erarbeiten textanalytisch einzelne Werke unterschiedlicher Genres von südafrikanischen Schriftstellerinnen und Schriftstellern – Volksmärchen, Gedichte, Songtexte, eine Kurzgeschichte sowie einen Romanauszug. Hierbei werden die literarischen Werke auch in einen kulturellen und geschichtlichen Kontext eingeordnet. Im Verlauf der Einheit trainieren und erweitern die Lernenden Kompetenzen wie beispielsweise ihre Lese- und Schreibkompetenz sowie die Hör-Seh-Verstehenskompetenz. Abgerundet wird die Unterrichtsreihe durch eine Klausur, in welcher die Schülerinnen und Schüler ihr neu gewonnenes Wissen zu *South African literature* demonstrieren können.

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## Competences and skills:

By working with various types of texts (folktales, poems, short story, novel), students enhance their **reading and analysing skills**. They also train their **communicative competences** by retelling a folktale, engaging in a role discussion and acting out a role play. Throughout the unit, students continually apply and improve their **writing skills** (e. g. writing a blog entry). Finally, they develop their **viewing and listening skills** further by working with a video and a podcast.

## Overview:

List of abbreviations:

**CT** Creative Task

**C** Comment

**LVC** Listening/Viewing comprehension

**PR** Presentation

**RC** Reading comprehension

**T** Working with a text

**W** Writing

**D** Discussion/debate

**G** Group work

**P** Working with a picture/cartoon

**R** Research

**S** Summary

**VI** Working with a video

Topic	Material	Methods/Skills
1: South African folktales	M1–M3	CT, G, RC, S, T
2: South African poetry	M4–M8	G, R, RC, S, T, W
3: A South African short story	M9–M10	P, RC, T, W
4: A South African novel	M11–M12	D, LVC, RC, S, T, VI
5: Working with podcasts	M13	CT, LVC, PR, R, S, W
6: Exam	M14–M15	C, P, RC, T, W

## M 3 Worksheet – South African folktales

### Pre-reading activity



1. Tell a chain story. One person in your classroom starts a story by composing the first sentence. Then another person adds a second sentence. Continue until everyone has contributed one sentence or the story has reached its end. Each of those who have added a sentence should write down the title of the story they had in mind. Share your titles with the entire class.



**TIP:** This can also be done in a written form on *Cryptpad*.



### Working with the texts



Work in groups with one of the South African folktales (M1/M2). Answer the questions.



2. What is the folktale about? Sum up the events.



3. Who are the main characters? Write a short introduction.



4. What is the moral of the folktale? Explain what the reader should learn from the characters and the story.

5. Why are these tales typical South African stories? Describe what makes these texts South African texts.

6. What seems familiar? Outline similarities to stories you know.

### Further activity



7. Folktales used to be passed on orally. In groups, retell the folktale to your classmates using your findings from tasks 2–6.

## M 12 Worksheet – *A Dry White Season*

### Pre-reading activity



1. Watch the video about the history of South Africa and take notes. Summarise the most important parts of the timeline by doing a “cooperative storytelling”. This means one person in your class starts out with the first noteworthy event that is mentioned. Then someone else goes on with the next event that shaped South Africa’s history, and so on. In this manner, you develop a clearly arranged timeline.  
[https://raabe.click/um\\_en\\_SouthAfrica\\_history](https://raabe.click/um_en_SouthAfrica_history)



### Reading Comprehension



2. Make another timeline based on the events mentioned in the text. Compare both of your timelines and talk about how these events influenced the history of South Africa.

### Working with the text



3. Use the info box on the next page to explain and define what the term “mood” refers to in literature.



4. Describe the mood of the excerpt and think of reasons why the author chose that mood.



5. The link offers you a summary of the novel *A Dry White Season*. Read the storyline and decide whether you were right about the reasons for the choice of mood. Use the summary to back up your arguments. [https://raabe.click/um\\_en\\_novel\\_summary](https://raabe.click/um_en_novel_summary)



### Role discussion



6. Engage in a discussion on whether the place you were born and the ethnic group you were born into determine the opportunities you have in your later life. Use the role cards below.

**Position A:** The place where you are born always has an impact on the opportunities you have in your later life. Depending on what country you were born, your opportunities of getting a profound education vary enormously.

## M 15 Worksheet – Exam

### Reading comprehension

Read the excerpt from *A Dry White Season*.



1. Explain why being "white" made the narrator of the story fail to help his friend.
2. Outline what the narrator refers to when he talks about "an ordinary world [...] not this deranged [...] age" (ll. 6/7).

### Working with the text



3. Analyse the conflict of the narrator's conscience and what effect this conflict has on the reader.

### Further activity

Choose either task 4 or task 5 and write about 200–250 words.



4. "The purpose of life is not to be happy. It is to be useful, to be honourable, to be compassionate, to have it make some difference that you have lived and lived well." (Ralph Waldo Emerson) Comment on this statement.



5. Describe, interpret and comment on the cartoon.



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