

Sindiwe Magona: *Mother to Mother*

by Rainer Jacob



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Vor 30 Jahren befand sich Südafrika in Aufruhr. Die Ermordung der amerikanischen Studentin Amy Biehl stellte einen tragischen Höhepunkt der Apartheid-Ära dar, die kurz darauf endete. Wie hat sich das Land seitdem verändert? Was haben die Nachfolger Nelson Mandelas erreicht? Hat Südafrika seine Geschichte der Unterdrückung überwunden? In der Unterrichtseinheit beschäftigen sich die Lernenden mit diesen und weiteren Fragen. Sie erarbeiten Sindiwe Magonas Roman „*Mother to Mother*“ sowie dessen Kontext und setzen sich mit der aktuellen Situation in Südafrika auseinander.

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Competences and skills:

While reading the novel *Mother to Mother* and working with additional texts, students train their **reading** and **text comprehension skills** as well as their analysing competences. Throughout the unit, they continually apply and improve their **writing skills** and enhance their **speaking abilities** by giving presentations and carrying out a debate in class. Students also train their **listening** and **viewing skills** by engaging with videos.

Overview:

List of abbreviations:

A	Analysis	D	Discussion/debate
G	Group work	LVC	Listening/viewing comprehension
M	Mindmap/visualising	PR	Presentation
Q	Quiz	R	Research
RC	Reading comprehension	S	Summary
T	Working with a text	VI	Working with a video
W	Writing		

Topic	Material	Methods/Skills
1: South Africa	M1–M3	G, LVC, Q, PR, R, VI
2: Introduction to <i>Mother to Mother</i>	M4–M6	M, PR, R, RC, T
3: Accountability and justice	M7–M10	D, G, RC, S, VI, W
4: Racism and violence	M11–M14	A, G, PR, R, RC, T, W
5: South Africa today	M15–M17	G, LVC, PR, R, S, T, VI
Exam: Call for unity		A, S, T, W

Topic 1: South Africa

M1 Worksheet – A quiz on South Africa

1. Name the three capital cities of South Africa.
2. Which two oceans enclose South Africa?
3. Which is the flag of the Republic of South Africa?



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4. The southernmost point of Africa is ...
 - a) Cape of Good Hope.
 - b) Cape Agulhas.
 - c) Cape Horn.
5. In 1961, South Africa ...
 - a) withdrew from the Commonwealth.
 - b) was excluded from the Commonwealth.
 - c) applied for membership to the Commonwealth.
6. Nelson Mandela was ...
 - a) South Africa's first Black Prime Minister.
 - b) South Africa's first Black President.
 - c) South Africa's first Black Foreign Secretary.
7. The nickname of South Africa's rugby team is ...
 - a) *All Blacks*.
 - b) *Springboks*.
 - c) *Wallabies*.
8. The instrument spectators used at the 2010 FA World Cup to cheer teams was a ...
 - a) Bassoon.
 - b) Cornett.
 - c) Vuvuzela.
9. Traffic in South Africa is ...
 - a) on the left side of the road.
 - b) on the right side of the road.
10. When it is 12 o'clock midday in London, local time in Johannesburg is ...
 - a) 12 o'clock.
 - b) 1 o'clock p.m.
 - c) 2 o'clock p.m.

Debate



3. The young men who killed Amy Biehl should be pardoned.

Use the role cards and the rules for debating to hold a debate in class about this statement. Choose two members each to represent the pro-side and the con-side. All speakers should introduce themselves to the audience with a few words first.

White woman (42, sales representative): for amnesty

- saddened by killing of Amy
- in spite of this, sympathy for perpetrators
- young people instigated and misled by propaganda
- mass hysteria, loss of individual control and responsibility
- must be given a second chance for a restart

White man (38, politician): against amnesty

- law and order must be maintained
- young men were old enough to understand they were doing wrong
- deterrent for others; society must be protected
- criminals must pay for their wrong-doing (revenge)
- murder is not a means of protest

Black male (19, university student): for amnesty

- understandable reaction
- perpetrators frustrated, no perspective
- no schools for months
- discrimination in all walks of life, police brutality
- crime is a desperate last call for change

Black female (16, college student): against amnesty

- personal experience of discrimination, comes from broken family
- mother has to work, no support
- but: discrimination is not a license to kill an innocent person
- especially despicable: Amy was there to help
- change can only be achieved with peaceful means

Topic 5: South Africa today

M15 Group A – Inequality

Tasks

In your group, prepare a presentation on the topic “inequality in South Africa”.



1. Read the article *South Africa is more unequal than ever, 20 years after the post-apartheid TRC*: <https://raabe.click/en-SouthAfrica-inequality> [last access: 02/12/2021].
2. Summarise the news article.
3. Use the article and the research results in the box to illustrate South Africa’s social and political development from the 1990s to today.

Research results (2016) – Institute of Race Relations (IRR)

- Black people make up 50 % of the country’s middle class
- Black people make up 80 % of the country’s population
- 1996: Percentage of households without electricity: 42 %
- 2016: Percentage of households without electricity: 10%
- race relations (compared to a generation ago): better: 54 %, stayed the same: 22 %, had worsened: 20 %

4. Identify the views of the two experts quoted.
5. Prepare a leaflet (handout) for your audience to complete during your presentation.
6. Present your results to the class.

M16 Group B – Violence

Material A – Excerpt from *Mother to Mother*



- All those singled out for this form of execution, were thus adorned with the quick flaming and caressing colours. Without benefit of trial, with neither judge nor jury. No due process. No recourse to defence or appeal. Human beings were summarily murdered – No, necklaced. Quite different that is to saying someone has been murdered or killed. Necklaced. Is it more palatable? The mighty police