# South African literary works

by Carmen Müntzenberg



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Die Schülerinnen and Schüler erarbeiten textanalytisch einzelne Werke unterschiedlicher Genres von südan anischen Astellerinnen und Schriftstellern – Volksmärchen, Gedichte, Songtexte, ein Kurzgeschichte sowie einen Romanauszug. Hierbei werden die literarische Leite auch in train kulturellen und geschichtlichen Kontext eingeordnet. Im Verlauf der Entwit trainieren und erweitern die Lernenden Kompetenzen wie beispielt veise ihre Lest und Schreibkompetenz sowie die Hör-Seh-Verstehenskompetenz. Abs frund wird die Un errichtsreihe durch eine Klausur, in welcher die Schülerinnen und Schuler ihr nach wert denes Wissen zu South African literature demonstrieren können.



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# Competences and skills:

By working with various ty es of text (folktales, poems, short story, novel), students enhance their realing archive ing skills. They also train their communicative competences by retent a folktale, engaging in a role discussion and acting out a role play. Through the unit, and this continually apply and improve their writing skills (e.g. writing a blog entry). Vinally, they develop their viewing and listening skills further to working with a video and a podcast.

## Overview:

List of abbreviations:

CT Creative Task D Discussion/debate

C Comment G Group work

LVC Listening/Viewing comprehension P Working with a picket sarto in

PR Presentation R Research

RC Reading comprehension S Summary
T Working with a text VI Working with a video

**W** Writing

Topic	Material	Me ds/Skills
1: South African folktales	M1-M3	CT, G, Re, T
2: South African poetry	M4-M	s, T, W
3: A South African short story	WIY V10	P, RC, T W
4: A South African novel	1112	Q, LVC, RC, S, T, VI
5: Working with podcasts	ML	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 count the first sentence. Then another person adds a second at tence. Continuntil 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 Cyptpace.

## Working with the texts



Work in groups with one of the South African folktales 112/M2). Answer the questions.

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



- 3. Who are the main characters write a short introduction.
- 4. What is the moral of the folktale? Lanlain what are reader should learn from the characters and the



- 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 assed on orally. In groups, retell the folktale to your classmassing your highings 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. Surthe most important parts of the timeline by doing a "cooperate stray. This means one person in your class starts out with the first noteworthy event that is mentioned. Then someon etse goes on with the next event that shaped South Africa's listory, and so on. In this manner, you develop a clearly arrang. It timeline. https://raabe.click/um\_en\_SouthAfrica\_hist\_v



#### **Reading Comprehension**



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

# Working with the text



3. Use the info box on the part page to explain and define what the term "mood" refers to in literal a.



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



5. The link offers y u a comary of the novel *A Dry White Season*. Read the staryline and accide whether you were right about the reasons folding choice of mood. Use the summary to back appear arguments <a href="https://raabe.click/um\_en\_novel\_sum\_dary">https://raabe.click/um\_en\_novel\_sum\_dary</a>



#### Role discussion



group were sorn into determine the opportunities you have in your later life. Use the role cards below.

**Po ition A.** Like 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 - Fxam

#### Reading comprehension

Read the excerpt from A Dry White Season.



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

#### Working with the text



 Analyse the conflict of the narrator's conscience and to teffect this conflict has on the reader.

### **Further activity**

Choose either task 4 or task 5 and write about 2 0–250 was



4. "The purpose of life is not to be bappy. To be use al, to be honourable, to be compassionate, to have it rate some difference that you have lived and lived well." (Ralph Waldo Emerson), amment this statement.



5. Describe, interpret and contact on the stoon.

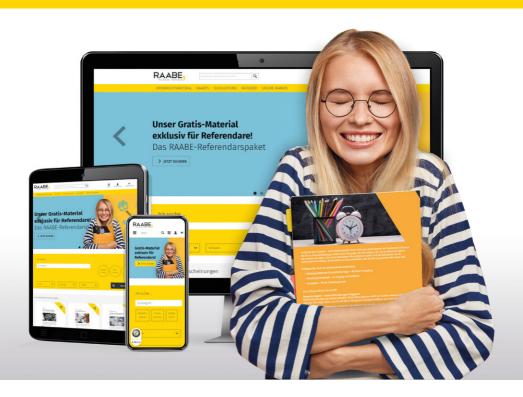


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