

UNTERRICHTS MATERIALIEN

Englisch Sek. II




A teaching unit on *Mother to Mother* by Sindiwe Magona

Einen mitreißenden Roman erarbeiten, der die Folgen
der Apartheid in Südafrika beleuchtet

Themenkreis „Novel“

A teaching unit on *Mother to Mother* by Sindiwe Magona – South Africa after the official end of Apartheid

by Olga Wall

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Kompetenzprofil

- Niveaustufe: 11./12. Klasse; B2/C1 (Europäischer Referenzrahmen)
- Kompetenzbereiche: *Writing, reading, audio-visual comprehension, language, speaking*
- Aufgabenformate: *Working with a video, language analysis, discussion, working with texts, presentation, evaluation, true/false activity, creative writing, research*
- Medien: Roman, Video, Zitate

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Chapter 1 – Mandisa’s lament

Pre-reading activities

1. Describe what comes to mind when you think about a book called *Mother to Mother*.

Take notes first. Then talk to a partner before you compare with the class.

2. Read the following reviews on the book as well as its first line. What do you expect the book to be like? Outline your ideas. Compare with a partner before presenting your outcome to the class.

“Haunting ... a most unusual novel, in which a black South African mother dares to explain her son’s violence to the grieving mother of the white girl he murdered.”

Jordana Hart, *Ms.*

“*Mother to Mother* is a stunning novel; Magona has succeeded in her grand ambition to write a story of healing and confrontation. She has written a graceful, terrible story; it is an eloquent indictment of Apartheid and a passionate lament over the loss of Amy Biehl’s life.”

Angela Salas, *The Boston Book Review*

“My son killed your daughter.”

First line of *Mother to Mother* by Sindiwe Magona

Language


3. Read the first chapter of *Mother to Mother*. Underline phrases and sentences that express blame and accusation. Examine who those expressions are directed towards.
4. Mandisa expresses empathy with as well as alienation towards her son. After reading the first chapter, find examples that show her opposing feelings for him.

Discussion

5. Mandisa believes that Amy “had no business” being in Guguletu. Divide into two teams and discuss the following premise:

Mandisa should not question Amy Biel’s presence in Guguletu.

VORANSICHT



Chapter 9 – The morning after the raid

Reading comprehension

1. Read chapter 9 and decide whether the following statements are true or false. Correct the false ones and give line references.

- | | true | false |
|---|--------------------------|--------------------------|
| a) The police told Mandisa why they were looking for Mxolisi. | <input type="checkbox"/> | <input type="checkbox"/> |
| <hr/> | | |
| b) In Guguletu, the police are known to be reasonable and polite. | <input type="checkbox"/> | <input type="checkbox"/> |
| <hr/> | | |
| c) Skonana is curious as to where the noise in the middle of the night came from. | <input type="checkbox"/> | <input type="checkbox"/> |
| <hr/> | | |
| d) Siziwe is traumatised after the police raid. | <input type="checkbox"/> | <input type="checkbox"/> |
| <hr/> | | |
| e) Siziwe saw Mxolisi trying to hide in the <i>hokkie</i> . | <input type="checkbox"/> | <input type="checkbox"/> |
| <hr/> | | |
| f) Dwadwa and Mandisa stay home from work to make sure they are there in case Mxolisi comes home. | <input type="checkbox"/> | <input type="checkbox"/> |
| <hr/> | | |

Working with the text – Use your own words as far as possible

2. Describe the atmosphere in Mandisa’s home after the police have paid them a visit.

Creative writing

3. Imagine you were Mandisa and you got the chance to send a letter to Mxolisi. Explain to him what happened at home after he left and how you feel about the events.



Chapter 10 – African stories of the arrival of the settlers

Reading comprehension

1. Read chapter 10 and then formulate six questions to ask another student. Write down the answers as well as the line reference so you can check if your partner's response was correct or, in case they did not know, let them know the solution to your question.



Language

2. Analyse the effect of the repetitions in the paragraph below.

*'Deep run the roots of hatred here
So deep, a cattle-worshipping nation, killed all its precious herds.
Tillers, burned fertile fields, fully sowed, bearing rich promise too.
Readers of Nature's signs, allowed themselves fallacious belief.
In red noon's eye rolling back to the east for sleep.
Anything, Anything, to rid themselves of these unwanted strangers.
No sacrifice too great, to wash away the curse.
That deep, deep, deep, ran the hatred then.
In the nearly two centuries since, the hatred has but multiplied.
The hatred has but multiplied.'*

Sindiwe Magona: *Mother to Mother*, p. 126, ll. 4–14

Working with the text – Use your own words as far as possible

3. Explain the meaning of the story told by Tatomkhulu, Mandisa's grandfather. Why does he tell the story to Mandisa?

Beyond the text


4. Reflect on the cultural importance of telling stories. What do they convey?

Chapter 12 – Trying to understand the murder

Working with the text – Use your own words as far as possible

1. Read the first part of chapter twelve again (from the beginning to p. 144, l. 26). How does Mandisa describe 'chance' in this extract? Write a definition of 'chance' as she views it. Compare with a partner and add aspects that are missing in your definition, if necessary.
2. Examine Mandisa's reflections on how her son could become a murderer. Who does she hold responsible?

Further activities

3. Do you know any other countries or regions where something similar to Apartheid has happened? Make a list of the ones you come up with just by brainstorming. Next, research the Internet to find out more. Compare your results in class. 
4. Discuss possible measures that could be taken in order to improve the situation of the people living in townships like Guguletu.

