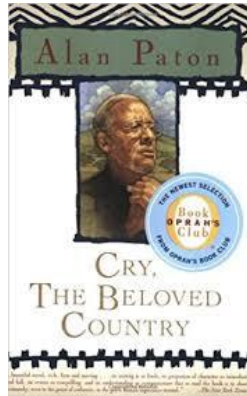


Cry, the Beloved Country



ISBN-10	0-684-81894-9
ISBN-13	978-0-684-81894-8
Author	Paton, Alan
Publisher	Scribner
Copyright	1948
Lexile	860L
Genre	Novel, Fiction, Children's literature
Synopsis	In the 1950s, a black South African accused of a crime turns to his minister father and a white attorney for help, but the racial problems of the country prevent justice from being served. Human rights violations in South Africa during apartheid are depicted.
Themes	Race, Religion, Suffering
Protagonist	Male, South African
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program

Independent Study Lesson Plan

Cry, The Beloved Country, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

Research the historical background of South Africa

Where is South Africa?

What did inequality in South Africa look like?

Who colonized South Africa?

How was South Africa colonized?

Word Wall Here are vocabulary words to add to the Word Wall.

forlorn	veld	laboriously	lorry	humbler
courteously	pilgrimage	repress	sullenly	tormented
influence	cunning	fidelity	persuade	oppressed
shanty	quarreled	lavatories	bewilders	squatters
reformatory	persuaded	indifferently	intruder	beloved

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

Pp 33-109

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

- Using a map of South Africa, track the movement and destinations of major characters and the location of major events.
- Maintain a KWL chart about life in South Africa at the time the events take place.
- Maintain a list of all the things that are identified as problems with South Africa and South African society at the time the story takes place.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Travel Map

Review pages 45 to 47. Create a map detailing Kumalo's train trip from place to place. Delineate where he changes trains and buses. Include any details relevant to the text.

Advertisement for Stephen Kumalo

Materials:

- stiff paper 9x12 to 11x17
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Make a list of the details of the property

1. Read pages that the advertisement will cover.
2. Make a list of the details in the reading such as whether location, people, houses etc.

Step Two: Write an ad with a clear illustration

1. Write an appealing ad in 1 or 2 paragraphs detailing all of the information and making it sound interesting.
2. Illustrate the ad with a picture that would sell the property.

Open Mind Portrait: Create an Open Mind Portrait of a Character

Materials:

- large piece of stiff paper for each character, like 11x17 oak tag
- paper for bubbles with scissors and glue sticks
- markers, crayons, pens, pencils, or paint
- construction or tissue paper, scissors and glue sticks if desired

Step One: create a large head shot of the character

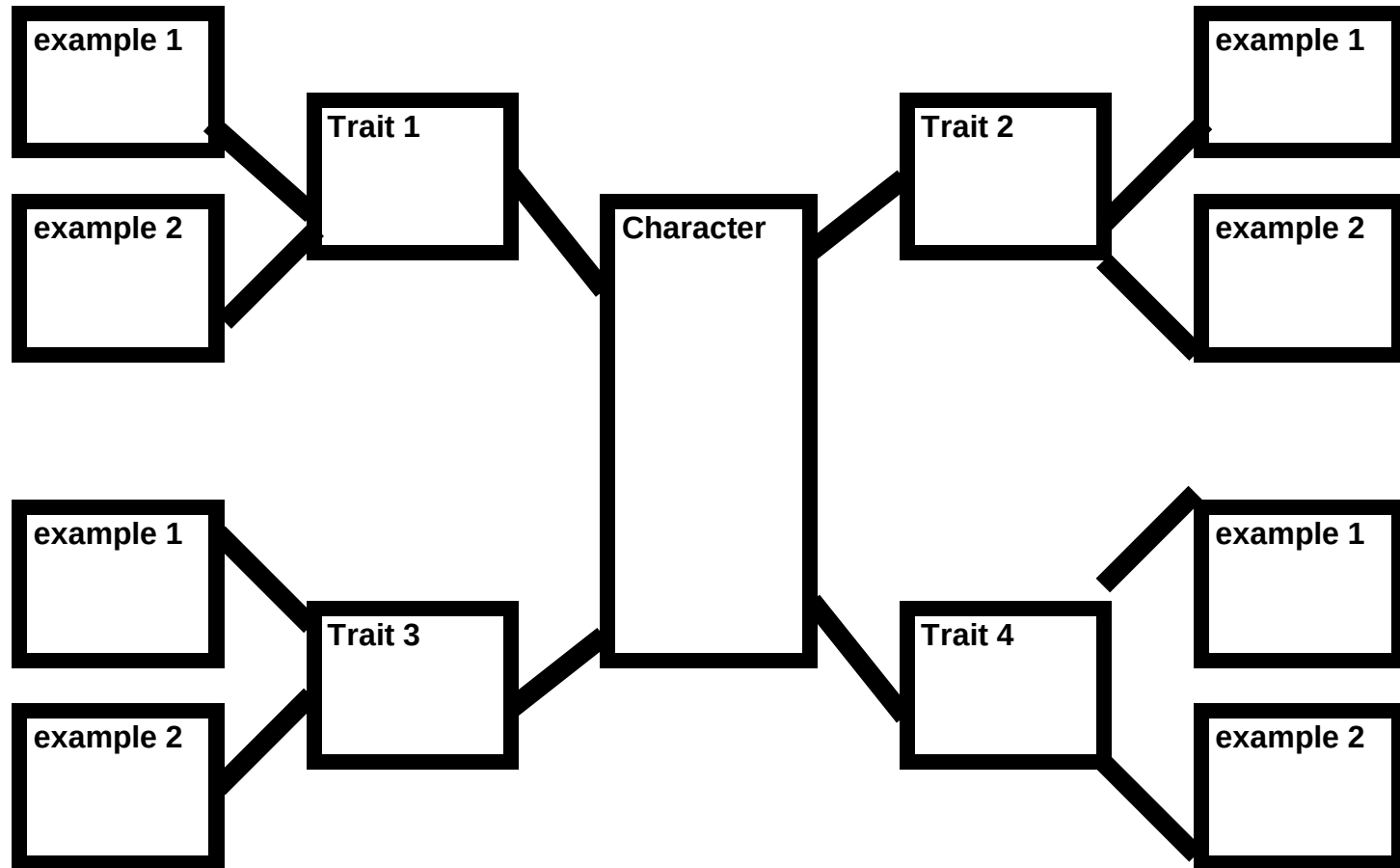
1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Create a Character Profile Chart for Stephen Kumalo.

4g6 Character Profile Chart



Discussion

Key Questions (pp 33-48)

1. Who is the main character and where does he live?
2. In fewer than five sentences, explain the plot of the story so far.
3. Explain why Kumalo did not want to open the letter from Johannesburg?
4. Who opens the letter for Kumalo?
5. Describe Kumalo's sister?
6. Why did she leave to Johannesburg?
7. Why was it important for Kumalo and his wife to have a savings?
8. What was Kumalo saving his money for?
9. What types of things do you think the Unfundisi is thinking and feeling as he travels toward Johannesburg?

Key Questions (pp 48-63)

1. What happens to Kumalo on the way to Johannesburg?
2. Why is the city such a hard place to live for many?
3. Who are the important characters thus far?
4. Do you think this book will have a happy ending? Why?
5. Why do you think people who leave to the city never write home?
6. Explain what Kumalo's sister, Gertrude, has been doing in the city?
7. Explain Msimangu's belief that the white man has broken the tribe?
8. What does Msimangu believe is the cause in the black crime against whites?
9. Describe the life of John, Kumalo's brother.
10. Explain why Kumalo is already hopeful in reuniting the family.

Key Questions (pp 64-78)

1. What happens when Kumalo and Msimangu find Kumalo's brother, John?
2. How does Kumalo introduce himself to his brother?
3. Describe the relationship between John's son and Kumalo's son.
4. How is life different in Johannesburg?
5. Explain John's thoughts about power and money.
6. Explain Msimangu's view on how power can corrupt all people.
7. Why is there a bus strike?
8. What happens when they go looking for Absalom?
9. Do you think they will ever find him? Why or why not?
10. How do you think Kumalo is feeling as they go from town to town, house to house?
11. What do you think they will find when Absalom does turn up?

Key Questions (pp 79-94)

1. What does Msimangu find out when he returns to Mrs. Mkize's house alone?
2. On page 82, Msimangu states "It beats me." He does not completely explain. What do you think "beats" him?
3. What do people do if their crops fail?

4. Do you think Gertrude and the young boy will return to Ndotsheni with Kumalo in the end?
5. Who is Hlabini?
6. What is Shantytown? Explain squatting.
7. How is Alexandra different from Johannesburg?
8. Find a quote to describe Shantytown.
9. Why are people concerned and worried about where their names are on the list?

Key Questions (pp 95-109)

1. Do you think the reformatory helped Kumalo? Why or why not?
2. Why was Absalom released early?
3. Why do you think Absalom told the reformatory that he had no family?
4. How do you think Kumalo is feeling at this point in the story?
5. Why do you think the author has introduced the murder of Arthur Jarvis at this point in the story?
6. Describe Kumalo's visit to the young pregnant girl's house.
7. What is the irony behind the death of this white man?
8. How do you think Kumalo feels about his son having a baby?
9. Explain how the narrator depicts South Africa's problems through the description of the South African landscape.
10. What do you predict has happened?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph – 40

"Twelve pounds, five shillings and seven pence."

"I shall take," he said, "I shall take eight pounds, and the shillings and pence."

"Take it all Stephen. There may be doctors, hospitals, other troubles. Take it all. And take the Post Office Book—there is ten pounds in it—you may take that also."

"I have been saving that for a new stove," he said.

"That cannot be helped," she said...

Writing Prompt

Family is important to the Umfundisi. Write an argumentative paragraph, support Umfundisi's view by providing three strong arguments that prove family is important. Use information from the today's reading to back up this assertion. In a second paragraph, include your own experience to support your argument.

1. Have you ever feared losing someone? What was that like? Or what do you imagine it would be like?
2. What can you do now to keep close bonds with your family and friends?

Key Paragraph - 63

"Mrs. Liethbe showed them their room, and gave the mother and child their food while Kumalo went down to the mission. And that night they held prayers in the dining room, and Mrs. Lithebe and Gertrude punctuated his petitions with Amens. Kumalo himself

was light-hearted and gay like a boy, more so than he had been for years. One day in Johannesburg, and already the tribe was being rebuilt, the house and the soul restored."

Writing Prompt

Gertrude claims to have had no choice but to work as a prostitute. Pretend you are Kumalo and oppose her claims. Write an argumentative paragraph and create three counterclaims to prove that Gertrude has other choices and options available. Use technology to find information for other work alternatives for individuals with financial instability.

1. What do you hope your siblings and friends will be like when they are adults?
2. Who do you admire as a role model?

Key Paragraph - 71

He stood as though he was testing his exposition. "Yes, that is right about power," he said. "But there is only one thing that has power completely, and that is love. Because when a man loves, he seeks power, and therefore he has power. I see only one hope for our country, and that is when white men and black, desiring neither power nor money, but desiring only the good of their country, come together and work for it."

He was grave and silent, and then he said somberly, "I have one great fear in my heart, that one day when they are turned to loving, they will find we are turned to hating."

Writing Prompt

Msimangu hopes for a day when white and black people can come together. As Msimangu, write an argumentative paragraph explaining why white and black people can come together.

- Describe what changes must be made.
- Support your claim with examples from the reading and the research information.
- Use print and digital sources, research the situation in South Africa in 1948.
 1. Describe a time when you went from house to house or store to store to find someone or something.
 2. How has technology reduce the wild goose chase?

Key Paragraph - 93

Sometimes Gertrude would hear him and come to the door and stand shyly there, and listen to the tale of the beauties of the land where she was born. This enriched his pleasure, and sometimes he would say to her, "Do you remember?" and she would answer, "Yes, I remember" and be pleased that he had asked her.

Writing Prompt

Write an argumentative letter to the South African government, whose mission is to improve housing in the Shantytown, to develop housing. Describe the conditions of

the Shantytown and the challenges squatters face with the weather, crime, and illness. Explain the long-term implications of children being raised in these living conditions. Use the description from the reading as evidence to support your claim for change.

1. Would you rather live in Johannesburg or Ndotsheni in the countryside? Why?
2. If you had to travel 10 miles, would you walk if there was a bus strike? or would you take the bus? Why?

Key Paragraph – 100 and 109

“I tell you, you can do nothing. Have you not trouble enough of your own? I tell you there are thousands such in Johannesburg. And were your back as broad as heaven, and your purse full of gold, and did your compassion reach from here to hell itself, there is nothing you can do.”

And

“Oh, it is too hot to argue. Get your racquet, my dear, they’re calling us. Look, it’s Mr. Harvey and Thelma. You’ve got to play like a demon, do you hear.”

Writing Prompt

Here are two rather negative opinions about the situation in South Africa. Both believe that there is nothing to be done. Do you agree or disagree? Write an argumentative paragraph using information from the text to develop three reasons to support your argument. Be logical in your approach. Remember to state your position at the beginning, and to restate it in closing.

1. What would you do if you were the young pregnant girl? Describe her feelings?
2. Describe a time when someone let you down. How did you solve that problem?

Character Based Literacy Program

Independent Study Lesson Plan

Cry, The Beloved Country, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

Why did the author title this book *Cry the Beloved Country*?

What is the flight or fight stress response?

How does helping others, help you?

Who is Abraham Lincoln?

Word Wall Here are vocabulary words to add to the Word Wall.

sullenly	vagabond	humility	pride	constraint
indifferently	deserted	companions	deny	intentions
respect	downcast	conviction	absolved	amend
ploughed	eroded	barren	missionaries	grieved
exploitation	disintegration	deterioration	poverty	moral

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

Pp 109-189

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

- Continue map of South Africa, track the movement and destinations of major characters and the location of major events.
- Continue the KWL chart about life and time period of South Africa.
- Continue a list of all the things that are identified as obstacles with South Africa and South African society at the time the story takes place.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Newspaper

Create a newspaper front page to include the story of the arrest of three men, including Absalom Kumalo. Provide a headline and a visual to go with it. Place a caption under the visual. Begin the article.

Complete the Literacy Chart

What are the facts?

Literal Questions

Who
What
When
Where
How
Why

How is the text structured?

Structural Questions

Setting (when, where, weather)
Characters
Characterization (description, does, says, are said about)
Plot (problem, barriers, resolution)
Conflict (nature, self, society, others)

Tone (attitude) Mood (atmosphere)
What are the major ideas in the text? Idea Questions Theme Who learns what Value Thoughts
How does the author do what he/she does in the text? Craft Questions Style Effects Writing
How is this work like/unlike other works by this author? Author Questions Text & Context History Impression
How is this work like/ unlike other texts you have read? Literature Questions Analysis Synthesis Basis for comparisons: Element
How does text relate to your life? Life Questions Life questions, problems, decisions Age & development The world Your world
What do you think of this text? Evaluate Questions Impression Preference Value Continuity Clarification Conflict Culture Counter-culture
What do you think will happen next? Inference Questions Predictions Tentative conclusions Partial information Anticipation Creating a sense

Poem

Create an acrostic poem using one of the following words: justice, equality, or respect. In an acrostic poem, the letters of a topic word are used to begin each line. Each line should be related to the topic.

Discussion

Key Questions (pp 109-124)

1. Why is South Africa cry from unrest?
2. What are some suggestion the narrator provides to create positive changes in South Africa?
3. Why would native South Africans be required to carry permits in white areas?
4. Describe the injustice of carrying permits.
5. How does segregation of whites, natives increase fears?
6. Why do you think the police are looking for Absalom?
7. What do you think Alan Paton would say if you asked him why he titled the book as he did?
8. How do you think Stephen Kumal is feeling in this chapter?
9. How does Kumal feel better?

Key Questions (pp 125-139)

1. How is selling Gertrude's furniture symbolic?
2. Why were the boys arrested? Who was the shooter?
3. Do you believe Absalom when he says he did not mean to shoot anyone?
4. How do you feel about John Kumalo's determination to get a lawyer for his son and deny any participation?
5. What would you advise Stephen Kumalo to do in this situation?
6. What would you advise Absalom to do?
7. Will the boys get a fair trial? Why or why not?
8. How will Father Vincent be able to help?
9. Describe the differences in character between Stephen Kumalo and his brother John Kumalo.

Key Questions (pp 140-157)

1. Describe Kumalo's visit to the girl carrying his grandson.
2. Describe the girls family background.
3. Why did he torment the girl with many questions?
4. Why do you think she is willing to join Kumalo's family?
5. What should have he done instead?
6. Explain Kumalo's future plan for his family.
7. What does "Pro Deo" mean?
8. What does Father Vincent mean when he says, "Fear impoverishes always, while sorrow may enrich"?
9. Why do you think Father Vincent counsels Kumalo to pray for others, rather than himself?

Key Questions (pp 161-175)

1. Where does Chapter 18 begin?
2. How is it similar to the beginning of the novel?
3. What do you think the author wanted to achieve by doing this?
4. Who are the Harrisons?
5. According to Harrison, what type of person was Arthur Jarvis?
6. Explain why this makes the murder all the more tragic.
7. What are the similarities between James Jarvis and Stephen Kumalo?
8. What are the differences between James Jarvis and Stephen Kumalo?
9. What does James Jarvis do for a living?

Key Questions (pp 176-189)

1. How has James Jarvis benefited from the political system in South Africa?
2. Why do you think Arthur Jarvis had so many books about Abraham Lincoln?
3. What did Arthur Jarvis believe would help to bring about justice in South Africa?
4. Why was it the first time that James Jarvis has shaken hands with black people?
5. Evaluate Arthur Jarvis's argument about the injustice of denying people the chance to develop "God-given" talents.
6. Why does James Jarvis believe it is God's will that black South Africans remain unskilled workers?
7. How does this belief help with his own job as a farmer and contribute to his wealth?
8. Why is it significant that James Jarvis is reading the last words of Arthur?
9. How does Arthur Jarvis come to a realization for a change in South Africa?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph - 111

"Cry the beloved country for the unborn child that is the inheritor of our fear. Let him not love the earth too deeply. Let him not laugh too gladly when the water runs through his fingers, nor stand too silent when the setting sun makes red the veld with fire. Let him not be too moved when the birds of his land are singing, nor give too much of his heart to a mountain or a valley. For fear will rob him of all if he gives too much."

Writing Prompt

Write an argumentative paragraph to explain how the author chose the title of the novel, *Cry, The Beloved Country*. Reference page 111 to provide quotes to support your claims. Who is the author talking about? Why does he not want this person to *love the earth so deeply*? Create a topic sentence explaining what this quote mean. Include 2-3 examples from the reading to support your argument.

1. Do you think education make criminals more clever or do you believe education is the solution to reduce criminals?
2. What advice would you give Stephen Kumalo at this point?

Key Paragraph - 137

The young man stopped frowning. "About this lawyer," he said. "I think you must have a lawyer. Not because the truth must not be told, but because I do not trust your brother. You can see what is in his mind. His plan is to deny that his son and the third man were with your son. And now you and I do not know whether that will make matters worse or not, but a lawyer would know. And another thing also, Absalom says that he fired the revolver because he was afraid, with no intention of killing the white man. It needs a lawyer to make the court believe that is true."

Writing Prompt

Study the paragraph above. Write an argumentative to explain why Absalom should have a lawyer. Begin with a position. Provide three reasons from the text to support your position as well as any evidence from your personal experience. Restate your position in the conclusion.

1. Describe a time when you were punished for something you did.
2. Did the crime match the punishment? Why or why not?

Key Paragraph - 142

"Pray for Gertrude and for her child, and for the girl that is due to be your son's wife, and for the child that will be your grandchild. Pray for your wife and all at Ndotsheni. Pray for the woman and the children that are bereaved. Pray for the soul of him who was killed. Pray for us at the Mission House, and for those at Enzenzeleni, who try to rebuild in a place of destruction. Pray for your own rebuilding. Pray for all white people, those who do justice, and those who would do justice, were they not afraid. And do not fear to pray for your son, and for his amendment."

Writing Prompt

Write an argumentative paragraph, provide three reasons why Father Vincent is counseling Kumalo to pray for everyone beside himself. Conclude the paragraph with a reflection from your own experience or from an outside source of literature/media of how concentrating on others, rather than focusing on ourselves, creates a positive outcome.

1. What would you do if you were the girl?
2. Why do you think the lawyer is taking this case "Pro Deo"?

Key Paragraph -- 173

"There's one thing that I don't get the sense of," said Jarvis. "Why this should have happened..."

"You mean...to him, of all people?"

"Yes."

"That's one of the first things that we said. Here he was, day in and day out, on a kind of a mission. And it was he who was killed."

Writing Prompt

Write an argumentative paragraph that makes the argument that in an unjust world, everyone suffers. Be logical. Use the example of Arthur Jarvis to help make your point. You may wish to reference the paragraph outline you made today.

1. Why do children grow distant from their parents and family?
2. What are some ideas to continue a good relationship between a child and parent?

Key Paragraph - 178

"It is permissible to develop any resources if the labor is forthcoming. But it is not permissible to develop any resources if they can be developed only at the cost of the labour. It is not permissible to mine any gold, or manufacture any product, or cultivate any land, if such mining and manufacture and cultivation depend for their success on a policy of keeping labour poor. It is not permissible to add to one's possessions if these things can only be done at the cost of other men. Such development has only one true name, and that is exploitation. It might have been permissible in the early days of our country, before we became aware of its cost, in the disintegration of native community life, in the deterioration of native family life, in poverty, slums and crime. But now that the cost is known, it is no longer permissible."

Writing Prompt

In the above essay, written by Arthur Jarvis, a connection is made between poverty and criminal activity.

Write an argumentative paragraph, argue whether or not you believe there is a connection between poverty and criminal activity. Begin the paragraph with a strong introductory opinion statement, and to conclude in a similar fashion. Include two examples from the text or from an outside digital/print source. Lastly, address readers' counterclaims and rebuttal the claim with supportive evidence.

1. How do you define injustice?
2. How does our society today keep work to ensure our unskilled labor from being poor?

Character Based Literacy Program

Independent Study Lesson Plan

Cry, The Beloved, Week 3



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What is racial segregation?

Who are the Zulu?

What are the four types of justices?

What is the *fishbowl* of leadership?

Word Wall Here are vocabulary words to add to the Word Wall.

culpable	homicide	repenting	propheying	callous
hindrance	indiscriminate	martyrdom	corrupt	soberly
erosion	decay	solemn	grave	cogently
constraint	vestment	deceive	stout	repented
desolation	plough	sow	trespasses	condemned

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

Pp 190-267

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

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Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

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- Continue the KWL chart about life and time period of South Africa.
- Continue a list of all the things that are identified as obstacles with South Africa and South African society at the time the story takes place.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Setting Sketch: Sketch the Visual Details

Photographers are generally not allowed in the courtroom, but portrait artists are. Choose a perspective of the courtroom to portray as the verdicts are read aloud. Include a brief explanation of the drawing. Will you focus on the guilty party? The father of the guilty party? Those found innocent? The judge? The father of the victim?

Materials:

- paper suitable for drawing, like 9x12 manilla paper
- pencil, pen, crayon, marker or chalk as desired

Step One: List the details

1. Read pages
2. Make a list of all the details

Step Two: Draw a sketch

Variations of this Sketch

1. The same process can be used to create a setting sketch for any story.
2. The same process can be used for create a visual of the future wishes of characters in any story.

Variations for Writing

3. This sketch can be used to help write a setting paragraph.

Postcard

Create a postcard showing the train heading back to Ndotsheni. On the other side write a short, but sweet note from Kumalo to his wife, letting her know that he is on his way, and who is coming with him.

CD Project

Description:

Your novel deals with many complex issues and themes that are present throughout many people's lives. For this reason, there are many places where we may find the same theme being discussed and/or expressed in another way (i.e. art, film, music, dance, etc.). For this activity, you will create a CD (fake) that reflects the same themes present in your novel. The songs that you choose to include on this CD will be songs that illustrate the different issues present in this novel. You may choose songs from any genre (rock, alternative, oldies, etc.); the only requirements are that the songs **MUST** deal with the issues present in the novel. Below are guidelines that you must follow in order to create your CD.

Your CD Project must include...

- a) Three songs that deal with the themes and issues in the novel.
- b) The names of the artist who sings the song.
- c) A quote from each song that directly relates to the novel.
- d) One important quote pulled directly out of the novel that relates to the song.
- e) An explanation on how the quotation relates to the issues in the novel.
- f) Illustrated CD cover.

Use the chart below to organize your ideas and prepare to make you CD Project.

	Song #1	Song #2	Song #3
Title of Song			
Name of Artist			
Copy a quote from the song that relates to the issues in the novel.			
Explain how the quote from the song relates to the issues in the novel.			

Inside of the CD cover:

Song Title #1 Artist Quote from song ----- Paragraph: How quote relates to issues in the Book	Song Title #2 Artist Quote from song ----- Paragraph: How quote relates to issues in the book	Song Title #3 Artist Quote from song ----- Paragraph: How quote relates to issues in the book
--	--	--

Cover of CD:

The CD cover must include...

- CD Title
- A picture, collage, drawing, symbol, etc.
- Quotation from the book (Use proper grammar and identify the speaker).

Title
(Illustration)
"Quotation" - speaker

Discussion

Key Questions (pp 190-205)

- Describe the courtroom.
- Describe how unjust laws can increase injustice?
- Why do the boys plead not guilty?
- Why did Absalom bring a revolver?
- Who is Mrs. Mkize, Matthew, and Johannes?
- Why aren't people in South Africa paying much attention to the trial?
- Describe the tension between the Afrikaans and the English.
- What do you think Stephen Kumalo, The Unfundisi, owes Mr. Jarvis?
- What do you think that these new profits will bring higher wages?
- What is the disadvantage of living in mine compound?

Key Questions (pp 206-221)

- Why do you think Jarvis was back at his dead son's house, reading?
- Why do you think he got upset while reading, "Private Essay on the Evolution of South Africa"?
- How does Aurther Jarvis offer comfort to his father?

4. How do Kumalo and Jarvis meet? What business was Kumalo on when this happened?
5. How does Jarvis react when he discovers who Kumalo is?
6. Who is the Great Bull voice? What do you think about John Kumalo? Is John brave, or a coward?
7. Compare Arthur Jarvis to John Kumalo, both proponents of justice for South Africa? How are they similar? How are they different?
8. Why would some activist want to be martyrs? How does that help their cause?
9. What would have happened if the strike spread to the railroads and ships?

Key Questions (pp 221-237)

1. How do you think Gertrude's life will change if she became a nun?
2. What would happen to Gertrude's son if she were to become a nun?
3. Do you think the recent murder of another white person by a black man had any effect on Kumalo's trial?
4. How did the judge make his decision?
5. How is the law created by an unjust society?
6. What happened to Johannes?
7. What were Carmichael's arguments to protect Absalom?
8. Do you think the recent murder of another white person by a black man had any effect on Absalom's sentence?
9. How much weight do you think "intent" should carry?
10. Do you think Kumalo should be hanged? Was justice served in this trial? If yes how? If no, why not?

Key Questions (pp 238-250)

1. Why is the situation of the marriage bitter/sweet?
2. Do you think the young girl will live a happy life with the Unfundisi?
3. How did Stephen Kumalo frighten his brother?
4. What did he relate his brother's situation to the trial of his son?
5. Pretend you are Stephen Kumalo. What do you wish you had said to your brother before you left?
6. Why did Jarvis give Harrison a thousand pounds? What do you think that says about what Jarvis has learned on this sad trip?
7. What do you think Stephen Kumalo will do with all of Msimangu's money?
8. How do you think the stories events contributed to Msimangu's decision to join the monastery?
9. Why do you think Gertrude disappeared? Were you surprised? How do you think her little boy will turn out when he grows up?

Key Questions (pp 253-267)

1. Who returns with Kumalo to Ndotsheni?
2. How do the people react to Kumalo's return?
3. What problems are people facing in Ndotsheni?
4. How do his new family members react to their new home?
5. How does Kumalo feel about his own return?

6. How might Kumalo feel about his position as the Umfundisi?
7. Why has Kumalo gone to see the chief?
8. How much power does the chief have?
9. Do you think any changes will come from their meeting?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph – 199

Kumalo and Msimangu, Gertrude and Mrs. Liethbe, come out together, and they hear people saying, there is the father of the white man who was killed. And Kumalo looks and sees that it is true, there is the father of the man who was murdered, the man who has the farm on the tops above Ndotsheni, the man he has seen riding past the church, and Kumalo trembles, and does not look at him anymore. For how does one look at such a man?

Writing Prompt

Imagine you are Father Vincent. You have given Kumalo very good advice in the past. Counsel him as to what he might say to James Jarvis, if he should explain his son's mistake, plead forgiveness, apologize, etc.

Write an argumentative paragraph that provides three clear and logical points a father could say to another father. Include James Jarvis counterclaim or response.

1. If you were Mr. Jarvis, what might you wish to say to the Umfundisi?
2. Do you think gold will create more money and a more just society? Why or why not?

Key Paragraph – 220 and 208

"There are some men who long for martyrdom, there are those who know that to go on to prison would bring greatness to them. These are those who would go to prison not caring if it brought greatness or not. But John Kumalo is not one of them. There is no applause in prison."

And

"Therefore I shall devote myself, my time, my energy, my talents, to the service of South Africa...I am lost when I balance this against that, I am lost when I ask if this is safe, I am lost when I ask if men, white men or black men, Englishmen or Afrikaners, Gentiles or Jews, will approve. Therefore I shall try to do what is right, and to speak what is true."

Writing Prompt

Both of the paragraphs above talk about the importance of courage - courage to do the right thing, simply because it is right, regardless of consequence, especially when it comes to ensuring human minimums are upheld.

Write an argumentative paragraph about the importance of courage. Use John Kumalo and Arthur Jarvis as examples. Conclude your paragraph with a reflection of

courage from your own life. You may want to refer to the graphic organizer you created today.

1. What would you do if you were Jarvis and had met Stephen Kumalo?
2. Would you go to jail for injustice? Why or why not?

Key Paragraph – 226

"They were shocked. These were the headlines that men feared in these days. Householders feared them and their wives feared them. All those who worked for South Africa feared them. All law-abiding black men feared them. Some people were urging the newspapers to drop the word native from their headlines, others found it hard to know what the hiding of the painful truth would do.

"It is a hard thing that this should happen at this moment," said the stout woman, "just when the case is to finish..."

Writing Prompt

Write an argumentative editorial expressing your opinion on Absalom's trial and sentence.

When answering the question above, consider the following:

- Was justice served?
 - Did the report of the new murder have anything to do with the judge's decision?
 - How did *intent* contribute to the judge's decision?
 - Do you believe the crime fits the punishment?
 - Begin your editorial with a strong topic sentence stating your position on Absalom's trial and sentence.
 - Each argument should be backed up with evidence, either anecdotal, or factual.
 - Concluded with a strong restatement of your topic sentence position.
 - Be sure your editorial is clearly and well organized.
1. What would you do differently if you were the lawyer?
 2. How would you feel if you were Johannes and Matthew?

Key Paragraph – 247or 246

So when the train had gone, young Harrison turned it over to look at the cheque underneath. He looked at the train as though he might have to run after it. "One thousand pounds," he said. "Helen of Troy, one thousand pounds."

OR

Out there in the street, he was humiliated and ashamed. Humiliated because the people passing looked in astonishment, ashamed because he did not come for this purpose at all. He had come to tell his brother that power corrupts, that a man who fights for justice must himself be cleansed and purified, that love is greater than force. And not one of these things had he done. God have mercy on me, Christ have mercy on me. He turned to the door, but it was locked and bolted. Brother had shut out brother, from the same womb they had come.

The people were watching so he walked away in his distress.

Writing Prompt

Write an argumentative letter to John Harrison, as James Jarvis, describing your trip to Johannesburg has changed the way you view South Africa.

Convince John Harrison that South Africa has become an injustice and inequality country. Provide three examples to support your claim. Conclude your letter by describing the changes you intend to make upon returning to Ndotsheni. Start your letter with a statement of fact, value or policy.

1. Would you be able to forgive your brother if you were Stephen Kumalo?
2. How do you think Absalom feels at his wedding?

Key Paragraph - 260

"What," said Kumalo bitterly. "With a sister who has left her child and a son who has killed a man? Who am I to stay here?"

"Umfundisi, it must be what you desire. But I tell you that there is not one man or woman that would desire it. There is not one man or woman here that has not grieved for you, that is not satisfied that you are returned. Why could you not see? Could it not touch you?"

Writing Prompt

Write an argumentative letter to Kumalo to encourage him to stay in Ndotsheni. Start with an opinion statement that uses three qualifiers. Describe how Ndotsheni the possible changes that can be made through his guidance as a moral leadership.

1. Describe a time when you were embarrassed or ashamed?
2. How can you counter these negative feelings?

Character Based Literacy Program

Independent Study Lesson Plan

Cry the Beloved Country, Week 4



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What is Forgiveness?

What is Philanthropy?

How economic inequality harms our society today?

Word Wall Here are vocabulary words to add to the Word Wall.

Astonishment	Frayed	Spectators	respite	reins
Dam	Oppressive	idly	mercy	faith
illusion	intimation	divine	pastures	vigil

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

pp. 267-312

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

- Continue map of South Africa, track the movement and destinations of major characters and the location of major events.
- Continue the KWL chart about life and time period of South Africa.
- Continue a list of all the things that are identified as obstacles with South Africa and South African society at the time the story takes place.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Timeline

Materials:

- butcher paper or long rolls of shelf or craft paper or tape together several sheets of 8 1/2 x 11 paper
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Decide on the 5 most important events in today's reading.

1. Make a list of all the things that happened in today's reading.
2. Decide which are the 5 most important.

Step Two: Write each event as the next event on the timeline.

1. The timeline is a long running piece of paper, with a line running horizontally through the upper third.
2. At the beginning of the story start at the far left edge, and then add 5 events or important details each day.
3. Write each event in the fewest possible words. Use bold print that can be read from a distance. Leave enough room for all of the chapters.

Step Three: Review the timeline each day before reading the next section.

1. Starting at the beginning of the story, read and review each event on the timeline before starting today's reading.

This will help you remember what happened in reading on previous days.

Variations for the Timeline

1. Create a space for each chapter on the timeline when you begin.
2. You could make a little timeline on the inside or outside of a file folder, or on a smaller roll of paper.
3. Instead of writing the events down, you could choose a picture or cut a symbol out of construction paper and post it out the timeline.

Variations for Writing

4. Take a section of the timeline and write a summary of the story so far. Or look at the story so far and write a paragraph about what you think will happen next.

Poster

Create a movie poster for *Cry, The Beloved Country*. Choose an important scene from the movie to depict. Decide who will star in each of the major roles. And provide a caption that you think exemplifies an important message in the story, perhaps something about the power of love, putting others first, role modeling, maintaining hope, not giving up on what is right, working for justice, or listening to your conscience.

Discussion

Key Questions (p. 267-280)

1. Why does Kumalo believe the school's teachings are not helping the soil?
2. Who arrived in front of the church on horseback?
3. Who did Kumalo think it was for a moment?
4. What did Jarvis do for the children of Ndotsheni?
5. What does the letter from Carmichael explain?
6. What does Absalom write in his letter?
7. What is the rumor about Jarvis?
8. If you were Kumalo, what would you have said to Jarvis when you were waiting for the rain to stop?
9. What would you have said to Kumalo if you were Jarvis?
10. Why does Jarvis say that he will think of Kumalo on the 15th?

Key Questions (p. 281-297)

1. Why do you think the boy likes visiting Kumalo?
2. Why do you think the young boy's visits are so meaningful to Kumalo?
3. Who is Napoleon Letsitsi?

4. How do you feel about Jarvis hiring an agricultural expert and offering to finance the building of a new church?
5. Why will it be difficult to improve the land?
6. What were the sticks for?
7. What do you think Jarvis has learned from his son's death and the trip to Johannesburg?
8. Why do you think Margarette's death brought about new improvements to the village?
9. Do you think Margarette was really ill before her son was killed?

Key Questions (p. 297-312)

1. How did Jarvis's letter persuade the Bishop to allow Kumalo to stay?
2. How can a new church change the community?
3. What changes does Napoleon hope for?
4. Why does Napoleon believe the milk for the children was a payment of debt rather than a gift of charity?
5. Why does Kumalo defend the "white man" when Napoleon places blame for the drought and farming destruction?
6. Explain how Kumalo works for Africa and not the "white man"?
7. Describe Kumalo's warning of power.
8. Describe Msimangu's worry that the black man will learn to hate before the white man will learn to love.
9. Kumalo believe that the radical changes will come in the near future, is he correct?
10. How does the racial divide become smaller as Kumalo and Jarvis become more compassionate towards each other?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph – 271-272

The man lifted the cans from the cart and said, "Where shall I put them, Umfundisi?" But Kumalo was dumb and stupid, and his wife said, "We shall put them in the room that the umfundisi has in the church." So they put them there, and when they came back the man said, "You would surely have a message for Jarvis, Umfundisi." And Kumalo stuttered and stammered, and at last pointed his hand up to the sky. And the man said, "*Tixo* will bless him," and Kumalo nodded.

Writing Prompt

Write an argumentative paragraph to explain why you believe urban society in Johannesburg or rural community in Ndotsheni will produce a more just South Africa?

When answering the question above, consider the following:

- Describe the contrast of rural and urban life in South Africa.
- How is Johannesburg different from Ndotsheni?

- Support your position with three arguments based on evidence provide from the text.

Key Paragraph - 294

The bishop sits forward in his chair, and rests his elbows upon his knees. "Mr. Kumalo, is it not true that the father of the murdered man is your neighbor here in Ndotsheni? Mr. Jarvis?"

"It is true, my lord."

"Then for that reason alone I think you should go."

Writing Prompt

Reflect on the role of women in the *Cry, The Beloved Country*. Write an argumentative paragraph to explain why Mrs. Lithebe, Gertrude Kumalo, Absalom's girlfriend, and Margarette Jarvis are faced with injustice?

When answering the question above, consider the following:

- Do you believe that they suffer from different injustices than the males in the novel?
- Provide three examples from the text or outside digital/print sources to support your answer.

Key Paragraph -- 300

"Indeed, there is something new in this valley, some spirit and some life, and much to talk about in the huts. Although nothing has come yet, something is here already."

Final Argumentative Essay Assignment:

Pretend you are Kumalo or Jarvis. Your trip to Johannesburg has opened your eyes to the larger conflict and suffering in South Africa. You have learned that the suffering of people locally, in Ndotsheni is related to the conflict and struggle in Johannesburg. You have learned that the inequalities of racial laws and segregation, and forced second-class citizenship are harming your beloved country.

Write a argumentative essay on how to heal *The Beloved Country*.

1. Draw upon your experiences in Ndotsheni as well as Johannesburg.
2. Provide a clear opinion-based thesis.
3. Include both logical and anecdotal arguments, and be sure to provide at least one concession.
4. You may wish to refer to previous snapshot journals.