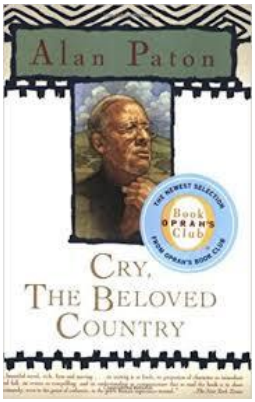
Cry, the Beloved Country



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**

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Character Based Literacy Program Lesson Plan
***Cry, The Beloved Country*, Day 1**

Outcomes for Today

Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

PREPARE

1. 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.

Historical Background

Cry, the Beloved Country is set in South Africa in the 1940s. Its story unfolds against a backdrop of economic and political tensions that have a lengthy, complicated history. Thousands of years before the first Europeans arrived, southern Africa was populated by various African tribal groups, including the San, the Khoikhoi, and, later on, Bantu-speaking peoples who were ancestors of the modern Zulus. The first European settlers in South Africa, the Dutch, arrived in the mid-1600s. The Dutch wanted only to set up bases for trade, not to colonize the country, and they met with little resistance. But by the mid-1700s, the Dutch, who had come to be known as the Boers and who had developed their own language, Afrikaans, had begun to settle deeper and deeper into

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the country. In a process similar to the displacement and destruction of Native American life in the United States, African tribes were forced off their traditional lands, decimated by disease, and defeated in battles against the well-armed Boers.

English settlers first arrived in 1795. Unlike the Dutch, by the early 1800s the English decided to make South Africa a full-fledged colony. Concentrated in coastal cities, the English soon found themselves in conflict with Boer farmers, who called themselves "the white tribe of Africa." The Boers moved north, away from the coast, while the Zulus, led by the famous warrior-leader Shaka, pressed south on a military campaign. Inevitably, the two groups clashed, fighting a number of bloody battles before the Zulus were defeated. The Boers created several independent republics, but when diamonds and gold were discovered in the Boer territories, the British moved to annex them, leading to the first Anglo-Boer war in 1881. The Boers regained the independence of their territories, but when gold was discovered near what is now Johannesburg in 1886, the British invaded the area again. The second Anglo-Boer war lasted from 1899 to 1902. The victorious British were able to establish rule, and they officially established the Union of South Africa in 1910.

Cry, the Beloved Country takes place after these upheavals and immediately before the implementation, in 1948, of apartheid, which codified the systematic inequalities depicted in the novel. During the time in which the novel is set, black workers were permitted to hold only unskilled jobs and were subject to "pass laws" that restricted their freedom of movement. In 1913, the Natives Land Act radically limited the amount of land that black South Africans were permitted to own. As the character Arthur Jarvis states in the novel, just one-tenth of the land was set aside for four-fifths of the country's people. The resultant overcrowding led many black South Africans to migrate to Johannesburg to work in the mines. Those in power welcomed the influx of cheap labor but failed to provide adequate housing or services to address the mass migration. These are the circumstances under which the character Stephen Kumalo leaves his impoverished rural village to search for his son in Johannesburg.

Though Paton's novel helped raise the social consciousness of white South Africa, things got much worse before they got better. In 1948, the National Party (representing Afrikaner and conservative interests) gained power and introduced apartheid. Under apartheid, every South African was classified according to race, and the Group Areas Act enforced the physical separation of blacks from whites. Every aspect of South African life was racially segregated. Under the leadership of Nelson Mandela, the African National Congress (ANC), which had been founded in 1912 as the South African Native National Congress and renamed in 1923, began protests against the new laws in the form of strikes and marches. After decades of struggle and bloodshed, the ANC prevailed, and South Africa held its first free election in 1994. Mandela was elected president, apartheid was dismantled, and the country ratified one of the most liberal constitutions in the world.

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Source: http://www.sparknotes.com/lit/cry/context.html

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

forlorn – 34	veld - 34	laboriously - 39	lorry – 42	humbler - 43

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. 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.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Cry, The Beloved Country*, pp. 33-48**

Setting	Characters	Pages
Kumalo's home	Stephen Kumalo, his wife, and Stephen's Friend	33-40
the train station	Kumalo and a friend of Sibeko's	41-44
the train	Kumalo and the other passengers	45-47
Johannesburg	Kumalo	47-48

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline
- Discuss the story to fix *the facts*: who, what, when, where, why.
- Decide on the 3-5 most important events and add these to the timeline.

Students might mention:
- Stephen Kumalo is a minister living in Ndotsheni, Natal, South Africa with his wife.
- A young girl brings him a letter from the City of Johannesburg. He is afraid to open the letter, because while he doesn't know who it is from, he knows it is likely bad news.

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- His wife agrees to open the letter. It is from Reverend Msimangu. She confirms that it is bad news. Kumalo's sister, who went to Johannesburg in search of her husband, is now sick.
- Reverend Kumalo collects all the money he and his wife have saved and begins a two-day train journey to Sophiatown in Johannesburg.
- He has never been to the big city before and does not know what to expect.

6. Map Add to ongoing class 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

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

One possible activity:

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.

Variations for the Word Wall

1. Make little word cards and collect them all by pasting or gluing them on the inside of a file folder.
2. Use the words for activities like those in *Words, Words, Words* by Janet Allen [Portsmouth, NH: Heinemann Books].
3. Read all the words on the wall [so far] out loud. Try to connect the words together in a story.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

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9. What types of things do you think the Unfundisi is thinking and feeling as he travels toward Johannesburg?

9. Analyze Analyze the key paragraph.

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…

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

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?

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Character Based Literacy Program Lesson Plan
Cry, The Beloved Country, Day 2

Outcomes for Today

Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

PREPARE

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

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Where is South Africa?

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Source: http://www.lib.utexas.edu/maps/africa/safrica_provinces_95.jpg

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

courteously- 48	pilgrimage – 50	repress - 60	sullenly - 61	tormented - 61

READ

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3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Cry, The Beloved Country*, pp. 48-63**

Setting	Characters	Pages
bus station	Kumalo Stephen, the con man, and Mr. Mafolo	48-50
Reverend Msimangu's home	Kumalo Stephen, Rev. Msimangu, and Mr. Mafolo	50-51
the church dining room	Stephen Kumalo, Reverend Msimangu, and other priests	51-52
a private room	Stephen Kumalo and Rev. Msimangu	52-56
Mrs. Liethbe's home	Mrs. Liethbe, Stephen Kumalo	56-57
Claremont, Gertrude's residence	Stephen Kumalo, Gertrude and her child	58-62
Mrs. Liethbe's home	Mrs. Liethbe, Gertrude, Stephen Kumalo	62-63

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Getting from Johannesburg train station to Sophiatown proves difficult. Kumalo is first conned out of bus fare.
- Then he meets a nice businessman, Mr. Mafalo, who leads Kumalo right to Reverend Msimangu.
- After dinner, Reverend Msimangu tells Kumalo what he knows of his sister, Gertrude and his brother, John. He knows nothing of Kumalo's son, Absalom. John is a carpenter and a political spokesman for liberty. Gertrude is a prostitute.
- The next day, in Claremont, Gertrude agrees to return first to Sophiatown with Stephen Kumalo, and then back to Ndotsheni when business is completed.
- Mrs. Liethbe agrees to the extra guests, and Stephen is joyful at the progress he has made in reuniting his family.

6. Map Add to ongoing class 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.

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EXPLORE

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

One possible activity:

Review the last paragraph on page 57. Draw a set of railroad tracks down the center of a blank piece of paper. On one side of the tracks draw Ndotsheni as it has been described. On the other, draw Johannesburg.

Another possible activity:

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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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.

9. Analyze Analyze the key paragraph.

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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."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

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?

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Character Based Literacy Program Lesson Plan
Cry, The Beloved Country, Day 3

Outcomes for Today

Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

PREPARE

1. 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 did inequality in South Africa look like?

The policy of consistent racial separation was introduced in 1910 through a group of laws that further curtailed the rights of the black majority. The "Mines and Works Act" of 1911, for example, limited black workers exclusively to menial work and so guaranteed the availability of cheap labour and secured the better positions for white workers. The "Native Land Act" of 1913 set aside 7.3 per cent of South African territory as reservations for black people and barred them from buying land outside these areas. Deprived of the right to vote or to strike, the

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black population had no means of political influence, and so the ANC, African National Congress, and other resistance and liberation movements formed. http://www.southafrica-travel.net/history/eh_apart1.htm

What is South African economy like today?

South Africa has developed from an agrarian into a modern industrial state since World War II. Today, the economy is well-diversified and the country is capable of producing a wide range of consumer and investment goods. South Africa produces one fifth of the entire production of the African continent. The mining industry still plays a prominent part. However, over the last few years, the country's economic dependency on the export of raw materials, especially on gold, has lessened.
http://southafrica-travel.net/economy/economy.htm

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

influence - 66	cunning - 67	fidelity -69	persuade - 69	oppressed - 71

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Cry, The Beloved Country*, pp. 64-78**

Setting	Characters	Pages
Mrs. Liethbe's	Stephen Kumalo, Gertrude, Mrs. Liethbe, and the boy	64-65
John Kumalo's shop	Stephen Kumalo, John, Rev. Msimangu	65-71
Doornfontine factory	Kumalo, Msimangu, Dhlamini	71
Mrs. Ndela's in Sophiatown	Kumalo, Msimangu, and Mrs. Ndela	71-71
the bus station	Kumalo, Msimangu, Dubula, and a kind white man	72-75
Alexandra	Kumalo and Msimangu	75-77
Mrs. Mkize's home	Kumalo, Msimangu, and Mrs. Mkize	77-78

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- After getting his sister and nephew settled, Kumalo and Msimangu set out to find John Kumalo and Stephen's son, Absalom. John is a civil rights advocate. He speaks of change in the air. He points the two to a factory in Doornefontine where Absalom last worked with John's son.

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- Absalom has not been at this factory for a year, it turns out. Someone there directs them to an address back in Sophiatown.
- While the boys are not at the address in Sophiatown and have not been for some time, the woman has a forwarding address for a Mrs. Mkize in Alexandra.
- In the morning the two set off for Alexandra. They have to walk some 11 miles due to a bus boycott. Luckily someone picks them up on the road and gives them a ride most of the way.
- The boys are no longer with Mrs. Mkize and she seems frightened to give up any information on their current whereabouts.

6. Map Add to ongoing class 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

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

One possible activity:

Review the last paragraph on page 64-65. Create an OMP of the young boy who is playing with pieces of brick. Use thought bubbles to show what he might be thinking out there.

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.

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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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

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."

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EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

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?

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Character Based Literacy Program Lesson Plan
***Cry, The Beloved Country*, Day 4**

Outcomes for Today

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W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

PREPARE

1. 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.

Who colonized South Africa?

The colonization of South Africa took place in the early 1800s by the British. Originally, South Africa was discovered by the Portuguese in 1488. This, unlike the Dutch settlement in 1652, was not permanent. Final colonization was taken over by the British which also began a large conflict with the Dutch, or the Boers, and the English. In 1881, the Dutch had a successful revolt against the British given a measure of self-governing in return. After a large discovery of gold, the Boer War occurred from 1899-1902 won by the British(South Africa: History). "This resulted in the Treaty of Vereeniging established

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the Orange Free State and the Transvaal as British colonies" (South Africa: History). The top resources used by the British which was native to South Africa was gold.

The South African Natives were treated with disrespect beacuse they had limited governmental rights(South Africa: History). Governing the parliamentary system was the fist prime minister, Louis Botha. The parliamentary system excluded black South Africans. "Coloureds" were individuals of mixed races were given limited political rights. thanks to Mohandas Gandhi, the Indians secured some rights prior to World War I. After World War I, :the growth of mining and manufacturing transformed the nation into a significant industrial power"(South Africa: History). An example of somebody who was effected by the colonization of South Africa is Jan Christiaan Smuts. He was Louis Botha's successor after Botha died in 1919. Jan Christiaan Smuts was a military commander who was considered "Pro-British" by the Boers. He was impacted because he was the next Prime minister of South Africa until 1924.

Source: http://hj2009per7southafrica.weebly.com/colonization.html

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

shanty - 81	quarreled -86	lavatories – 86	bewilders – 86	squatters - 88

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Cry, The Beloved Country*, pp. 79-94**

Setting	Characters	Pages
Mrs. Mkize's	Msimangu and Mrs. Mkize	79
The taxi ride back to Sophiatown	Kumalo, Msimangu, and Hlabini	79-82
Shantytown		83-91
Mrs. Liethbe's home	Kumalo, Gertrude, and the boy	92-94

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Msimangu goes back to visit Mrs. Mkize alone.
- She tells the Umfundisi that the two boys used to bring back stolen goods like clothes and wallets. She mentions that the boys were friends with a taxi driver, Hlabini.
- Kumalo and Msimangu find Hlabini who says that he last heard Absalom was living in Orlando, the Shantytown.
- Shantytown is a place where houses have been made out of scraps. The poor live in whatever they have been able to build, rent-free.

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- Kumalo plays with his nephew while waiting for Msimangu to take him to Shantytown. He is homesick for Ndotsheni.

6. Map Add to ongoing class 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

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

One possible activity:

Create a web of characters to this point. You don't need to include every minor character, but the major ones must be present. Your web should be designed in such a way as to demonstrate the connections between characters.

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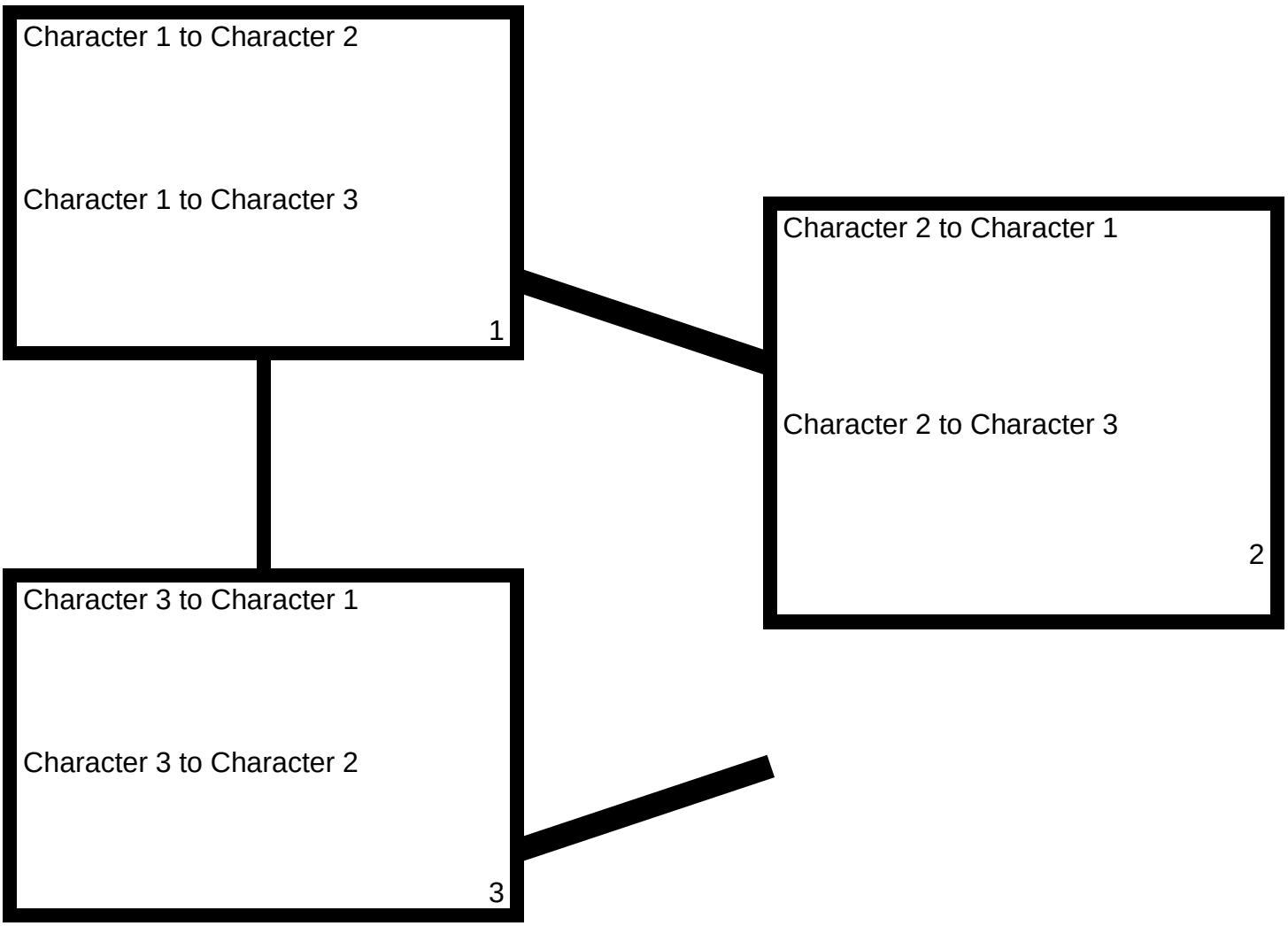
5g6 Character Interaction Chart



8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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 Johanannesburg?
8. Find a quote to describe Shantytown.
9. Why are people concerned and worried about where their names are on the list?

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9. Analyze Analyze the key paragraph.

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.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

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?

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Character Based Literacy Program Lesson Plan
***Cry, The Beloved Country*, Day 5**

Outcomes for Today

Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

PREPARE

1. 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.

How was South Africa colonized?

Video: http://media.nationalarchives.gov.uk/index.php/africa-through-a-lens-the-history-of-colonial-south-africa/

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

reformatory - 96	persuaded - 98	indifferently - 99	intruder – 103	beloved - 105

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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Cry, The Beloved Country*, pp. 95-109**

Setting	Characters	Pages
Orlando, Shanty- town	Kumalo, Msimangu, a nurse, and Mrs. Hlatshwayos	95-97
the reformatory	Kumalo, Msimangu, and a white man	97-98
to Pimville	Kumalo, Msimangu, and a white man, and the young girl pregnant with Kumalo's grandson	98- 101
the mission house in Sophiatown	Kumalo, Msimangu, and Father Vincent	102-105
Meetings and discussions	white residents of Johannesburg	106-109

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Mrs. Hlatshwayos in Shantytown points Kumalo and Msimangu to the reformatory, where she says Absalom was sent after living with her.
- A white man working at the reformatory tells them that they released Absalom early because he needed to look after his new son and his son's mother.
- The white man drove them to the house of the young girl. She told them that Absalom had been gone for days, and that she did not know if he was coming back.
- Back in Sophiatown, the newspaper reports that Arthur Jarvis, a "fighter for justice," was murdered in his home while working on an essay entitled, "The Truth About Native Crime."
- This report is followed by a collection of whites arguing about how to solve the problem.

6. Map Add to ongoing class 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.

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EXPLORE

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

One possible activity:

Review the description on page 103 of the death of Arthur Jarvis. Create a front-page newspaper article about the story. Provide a headline for the article, an introductory sentence, a visual, and a caption.

Create a Character Profile Chart for Stephen Kumalo.

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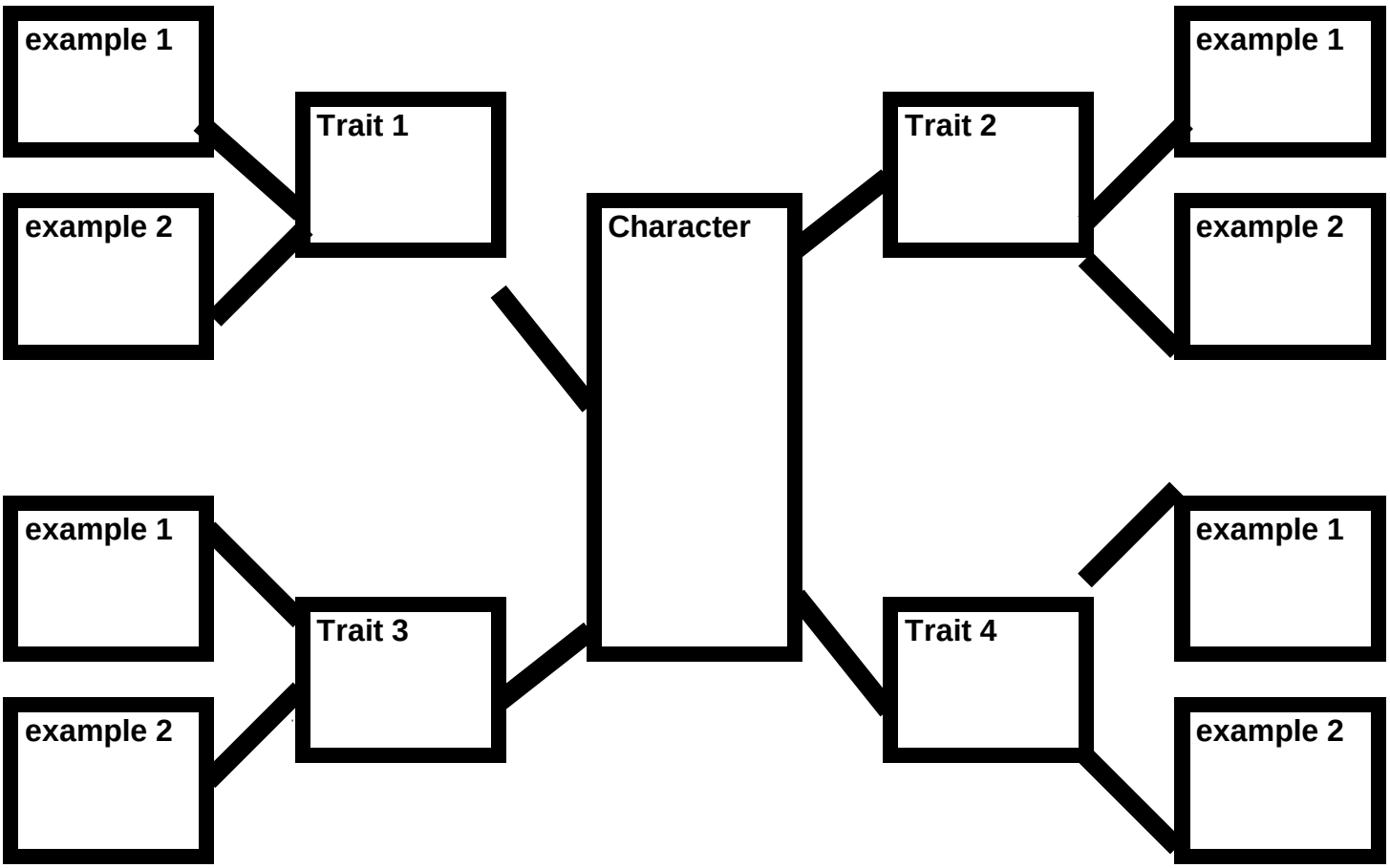
4g6 Character Profile Chart



8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

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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."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

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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?

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Character Based Literacy Program Lesson Plan
Cry, The Beloved Country, Day 6

Outcomes for Today

Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

PREPARE

1. 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*?
"Cry for the broken tribe, for the law and custom that is gone. Aye, and cry aloud for the man who is dead, for the woman and children bereaved. Cry, the beloved country, these things are not yet at an end. The sun pours down on the earth, on the lovely land that man cannot enjoy. He knows only the fear of his heart." (104-105)

Source: http://www.sparknotes.com/lit/cry/quotes.html

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

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sullenly - 114	vagabond - 119	humility - 120	pride – 124	constraint - 124

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Cry, The Beloved Country*, pp. 109-124**

Setting	Characters	Pages
meetings across South Africa		109-111
Msimangu's home	Mrs. Ndela and Msimangu	112
on the trail of the police	Kumalo, Msimangu, Mkize, Hlatshwayo, reformatory assistant, and the young girl	113-117
Enzenzeleni	Msimangu and Kumalo	118-124

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- South Africa cries, explains the author, because of unrest.
- Mrs. Ndela calls on Msimangu to tell him that the police have been to see her, looking for Absalom.
- Kumalo and Msimangu retrace their steps, following the trail of the police from Ms. Mkize, to Mrs. Hlatshwayo, to the reformatory, to the young girl's home in Pimville. There they learn that the police have not yet found Absalom. Yet they still do not know why they seek him.
- Kumalo goes with Msimangu to Enzenzeleni. He rests while Msimangu preaches.
- Kumalo prays and begins to feel better.

6. Map Add to ongoing class 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.

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EXPLORE

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

One possible activity:

Create a map for Kumalo and Msimangu to follow as they try to catch up to the police. Be sure to include stops at Mrs. Mkize's, Mrs. Hlatshwayo's, the reformatory, the young girl's, and finally Enzenzeleni.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

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."

EXTEND

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10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

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?

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Character Based Literacy Program Lesson Plan
Cry, The Beloved Country, Day 7

Outcomes for Today

Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

PREPARE

1. 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 the flight or fight stress response?

The term "fight or flight" describes a mechanism in the body that enables humans and animals to mobilize a lot of energy rapidly in order to cope with threats to survival.

How does it work?

A threat is perceived
The autonomic nervous system automatically puts body on alert.

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The adrenal cortex automatically releases stress hormones.
The heart automatically beats harder and more rapidly.
Breathing automatically becomes more rapid.
Thyroid gland automatically stimulates the metabolism.
Larger muscles automatically receive more oxygenated blood.
The important thing to take away is that the fight or flight response is an automatic response.

False alarms!

Even though the fight or flight response is automatic, it isn't always accurate. In fact most of the time when the fight or flight response is triggered it is a false alarm - there is no threat to survival. The part of the brain the initiates the automatic part of the fight or flight response, the amygdala, can't distinguish between a real threat and a perceived threat.

Chill, no, freeze!

Sometimes the perceived threat is so intense it triggers a "freeze" response. This could be interpreted as the brain being overwhelmed by the threat, or it could also be an adaptive / positive response to a threat. It probably evolved in humans and animals as a way of "keeping still" so a predator's attention would not be triggered by movement.

Either way, for modern humans the freeze response means that the muscles remain tensed and poised for action but action that is never really initiated. That's why we often get "knots" in our backs, shoulders, neck, and arms. We have not discharged the tension.

Source: http://cmhc.utexas.edu/stressrecess/Level_One/fof.html

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

indifferently - 126	deserted - 131	companions - 132	deny - 137	intentions – 137

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Cry, The Beloved Country*, pp. 125-139**

Setting	Characters	Pages
Mrs. Liethbe's home	Kumalo, Gertrude, the boy, Mrs. Liethbe, Msimangu, and the white man from the reformatory	125-127
John Kumalo's shop	John and Stephen	127-129

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the prison	Absalom, Kumalo, John, and the white man from the reformatory	129-135
back to Mrs. Liethbe's	Kumalo and the man from the reformatory	136-137
Father Vincent's room	Father Vincent, Kumalo, and the man from the reformatory	137-139

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Kumalo returns to Mrs. Liethbe's as Gertrude's table and chairs are being sold.
- Soon after, Msimangu appears with the white man from the reformatory. It seems that the police have arrested Absalom, John Kumalo's son and a third gentleman for the murder of Arthur Jarvis. Absalom is said to be the shooter.
- The three make their way to the prison, first stopping to pick up John Kumalo.
- Absalom confesses to his father to shooting Jarvis. He did not mean to do it he says.
- John Kumalo says that he will get a lawyer and deny that his son was ever at the scene of the crime. Stephen Kumalo decides to seek the help of Father Vincent.

6. Map Add to ongoing class 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

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

One possible activity:

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

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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.

9. Analyze Analyze the key paragraph.

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."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

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

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Character Based Literacy Program Lesson Plan
Cry, The Beloved Country, Day 8

Outcomes for Today

Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

PREPARE

1. 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.

How does helping others, help you?

Did you know that kinder people actually live longer, healthier lives? People who volunteer tend to experience fewer aches and pains. Giving help to others protects overall health twice as much as aspirin protects against heart disease. People 55 and older who volunteer for two or more organizations have an impressive 44 percent lower likelihood of dying—and that's after sifting out every other contributing factor, including physical health, exercise, gender, habits like smoking, marital status, and many more.!

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Source: http://www.psychologytoday.com/blog/raising-happiness/201002/what-we-get-when-we-give

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

respect - 149	downcast- 152	conviction- 152	absolved – 155	amend – 155

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Cry, The Beloved Country*, pp. 140-157.**

Setting	Characters	Pages
the mission house	Kumalo and Father Vincent	140-142
the girl's home in Pimville	Kumalo and the young girl	143-148
Mrs.Liethbe's	Kumalo and Mrs. Liethbe, the girl and Gertrude	149-153
the prison	Kumalo, Absalom, and the lawyer	153-155
the mission house	Kumalo, Father Vincent and the lawyer, Mr. Carmichael	155-157

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Kumalo seeks advice from Father Vincent. Father Vincent advises Kumalo to remember to pray - not for himself, but for others.
- Kumalo goes on his own to visit the girl who is carrying his grandson. He asks her if she would like to be married to Absalom and to come and live with him and his wife in Ndotsheni when this is over. She agrees.
- Mrs. Liethbe, though she never accepts boarders in her house, agrees to allow this girl to stay with them. She will sleep in the room where they eat.
- Kumalo returns to jail to visit his son. Absalom agrees to meet with a lawyer.
- The lawyer, Carmichael, agrees to take the case *Pro Deo*.

6. Map Add to ongoing class 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.

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- 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

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

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

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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

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

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

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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."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

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

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Character Based Literacy Program Lesson Plan
***Cry, The Beloved Country*, Day 9**

Outcomes for Today

Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

PREPARE

1. 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 the geography of South Africa?

South Africa is a country blessed with an abundance of natural resources including fertile farmlands and unique mineral resources. South African mines are world leaders in the production of diamonds and gold as well as strategic metals such as platinum. The climate is mild, reportedly resembling the San Francisco bay area weather more than anywhere in the world.

Source: http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html

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2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

ploughed - 161	eroded – 162	barren - 162	missionaries 174	grieved - 175

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Cry, The Beloved Country*, pp. 161-175.**

Setting	Characters	Pages
Carisbrooke, S. Africa	James Jarvis, Mrs. Jarvis, and the police	161-168
Johannesburg	the Jarvises and John Harrison	169-171
the morgue	the Jarvises	171
the Harrisons' home	James Jarvis, Mr. Harrison, and Margarette Jarvis	171-175

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Book II begins in the same manner as does Book I - with a description of the beauty of Natal, South Africa.
- James Jarvis lives in Carisbrooke, seven miles beyond the place where Kumalo lives. It is here that the police arrive to tell Jarvis that his son, Arthur, has been murdered in Johannesburg.
- A flight is arranged. He is met at the airport by John Harrison, brother to Arthur's wife.
- After identifying the body at the morgue, they return to John's father's home.
- Mr. Harrison and Mr. Jarvis have a drink before bed, where Harrison tells Jarvis about his son, Arthur.

6. Map Add to ongoing class 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

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

One possible activity:

Open Mind Portrait: Create an Open Mind Portrait of Mr. Jarvis.

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

5. 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.
6. 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.
7. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
8. 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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

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9. Analyze Analyze the key paragraph.

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.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

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.

11. Close Close by extending today’s lesson to life and the world.

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?

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Character Based Literacy Program Lesson Plan, *Cry, The Beloved Country*, Day 10

Outcomes for Today

Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

PREPARE

1. 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.

Who is Abraham Lincoln?

Abraham Lincoln was the 16th president of the United States. He preserved the Union during the U.S. Civil War and brought about the emancipation of slaves.

Source: http://www.biography.com/people/abraham-lincoln-9382540?page=2

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2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

exploitation – 178	disintegration-178	deterioration - 178	poverty - 178	moral - 179

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Cry, The Beloved Country*, pp. 176-189**

Setting	Characters	Pages
Arthur Jarvis's home	James Jarvis and a police officer	176-180
the funeral	James and Margarette Jarvis, The Harrisons, and many, many friends	181-185
the Harrisons' home	James Jarvis, Margarette, and Mr. Harrison	185-189

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- James Jarvis sits in Arthur Jarvis's chair reading through articles, letters and books. An article for the African Boy's Club and a book on Abraham Lincoln hold his attention. He then walks through the hallway where his son was shot and out the door of the house.
- The funeral is filled with people from all races of South Africa. This is the first time that James Jarvis has shaken hands with black people.
- Following the funeral, Harrison expresses his hopes for vengeance. He states that the "natives" are getting out of control.
- The next morning, Mr. Harrison informs Jarvis that his son's servant has wakened from his coma and identified the assailants. He hands Jarvis the unfinished copy of his son's final manuscript, "On Native Crime."
- In it, Arthur Jarvis argues that the rule of South Africa is unchristian in that it prevents native peoples from being allowed to develop their God-given talents.

6. Map Add to ongoing class 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.

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EXPLORE

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

One possible activity:

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.

Another possible activity:

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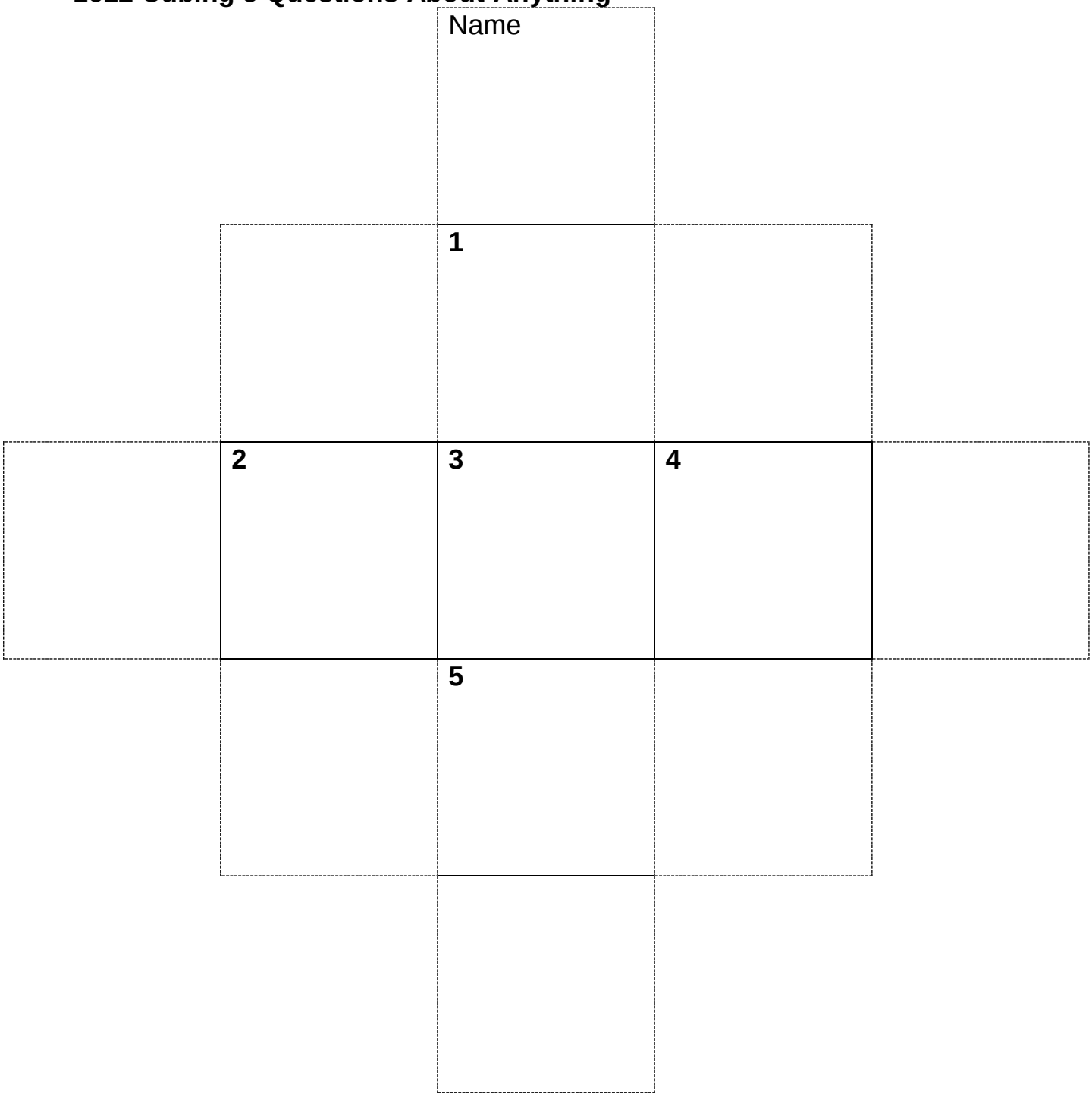
1c12 Cubing 5 Questions About Anything



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8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

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."

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EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

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

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Character Based Literacy Program Lesson Plan
***Cry, The Beloved Country*, Day 11**

Outcomes for Today

Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

PREPARE

1. 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?

Racial segregation is the practice of restricting people to certain circumscribed areas of residence or to separate institutions (e.g., schools, churches) and facilities (parks, playgrounds, restaurants, restrooms) on the basis of race or alleged race. Racial segregation provides a means of maintaining the economic advantages and superior social status of the politically dominant group, and in recent times it has been employed primarily by white populations to maintain their ascendancy over other groups by means of legal and social color bars. Historically, however, various conquerors—among them

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Asian Mongols, African Bantu, and American Aztecs—have practiced discrimination involving the segregation of subject races.

Elsewhere, racial segregation was practiced with the greatest rigor in South Africa, where, under the apartheid system, it was an official government policy from 1950 until the early 1990s.

Source: https://www.britannica.com/blackhistory/article-9062373

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

culpable - 192	homicide - 192	repenting - 199	prophesying - 200	callous - 203

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Cry, The Beloved Country*, pp. 190-205.**

Setting	Characters	Pages
the courtroom	judge, assessors, lawyers, defendants, and a segregated public	190-199
Odendaalsrust	Conservative narrator, Liberal narrator	200-205

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The trial begins. The courtroom is segregated. It is said that judges in South Africa are respected by all for upholding justice. However it is also said that often they are the upholders of unjust laws.
- All three defendants plead not guilty to murder. Absalom says he is not guilty because he did not intend to kill Arthur Jarvis.
- People are not paying much attention to the trial, though, because gold has been discovered, driving up stocks, and stirring talk of the growth of a second Johannesburg.
- An anonymous narrator takes over, arguing that greed is not the problem in South Africa. Those with money have earned it through hard work and determination.
- A different narrator takes over and argues that the newfound gold is an opportunity for a more humane experiment at mining and taking care of a nation's people.

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6. Map Add to ongoing class 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

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

One possible activity:

Open Mind Portrait: Create an Open Mind Portrait of Stephen Kumalo

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

9. 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.
10. 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.
11. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
12. 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.

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8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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

9. Analyze Analyze the key paragraph.

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?

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

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

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Character Based Literacy Program Lesson Plan
Cry, The Beloved Country, Day 12

Outcomes for Today

Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

PREPARE

1. 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.

Who are the Zulu?

Nguni-speaking people living in KwaZulu-Natal province in South Africa. Numbering about 9.5 million, they are South Africa's largest ethnic group. Traditionally grain farmers, they also kept large herds of cattle. European settlers wrested grazing and water resources from the Zulu in prolonged warfare during the 19th century; with much of their wealth lost, modern Zulu depend largely on wage labour on farms owned by whites or work in the cities. The Zulu provide the main support for the Inkatha Freedom Party. Many Zulu belong to independent or separatist African churches, though the

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traditional religion, based on ancestor worship and belief in a creator-god, witches, and sorcerers, remains strong.

Source: http://www.merriam-webster.com/dictionary/zulu

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

hindrance - 210	indiscriminate - 219	martyrdom – 220	corrupt - 221	soberly- 221

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Cry, The Beloved Country*, pp. 206-221**

Setting	Characters	Pages
Arthur Jarvis's home	James Jarvis	206-209
the Smith's home	James Jarvis, Stephen Kumalo, a servant, and Mrs. Smith	210-216
a city street	John Kumalo, Stephen Kumalo, Msimangu, and John Harrison	217-221

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Jarvis returns again to his son's house. In going through more papers he comes across one titled, "Private essay on the Evolution of a South African." In it Arthur Jarvis states that while his parents taught him many things, they taught him nothing of South Africa.
- James Jarvis is hurt by this at first. Then he reads on. He leaves this time by the front door.
- The Jarvises use a day that court is not in session to visit their friends, the Smiths. Kumalo chooses this same day to visit the Smiths, looking for the daughter of Sibeko as he promised he would do before leaving Ndotsheni.
- Kumalo confesses to Jarvis that it was his son who killed his. He reminds Jarvis that they are neighbors in Ndotsheni. Jarvis tells Kumalo that he is not angry.
- john Kumalo is speaking to a crowd in town. He is said to be able to rile the crowd, but he is not courageous enough to incite them to action.

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6. Map Add to ongoing class 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

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

One possible activity:

Create an OMP for John Kumalo. Use thought bubbles and speech bubbles to show the difference between what he is saying and thinking. Based on this, do you think he is a coward, as the author suggests?

Using the OMP, compare and contrast Steven and John Kumalo.

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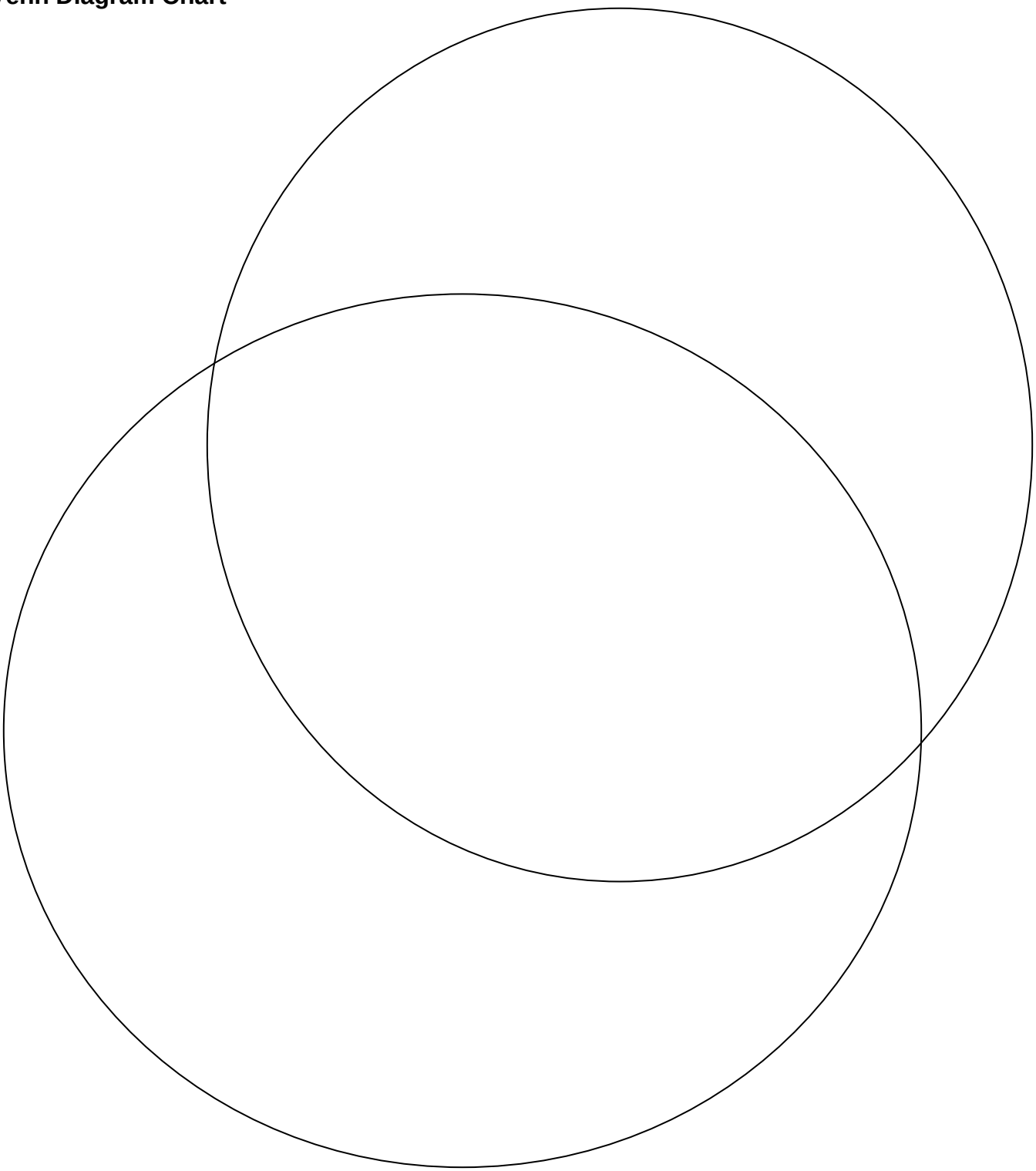
6g6 Venn Diagram Chart



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8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why do you think Jarvis was back at his dead son's house, reading?
2. Why do you think he got upset while reading, "Private Essay on the Evolution of South Africa"?
3. How does Aurthor 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?

9. Analyze Analyze the key paragraph.

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 in 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 Afrikaaners, Gentiles or Jews, will approve. Therefore I shall try to do what is right, and to speak what is true."

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EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

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?

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Character Based Literacy Program Lesson Plan
***Cry, The Beloved Country*, Day 13**

Outcomes for Today

Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

PREPARE

1. 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 are the four types of justices?

Distributive justice

Distributive justice, also known as *economic justice*, is about *fairness* in what people receive, from goods to attention. Its roots are in social order and it is at the roots of socialism, where equality is a fundamental principle.
If people do not think that they are getting their fair share of something, they will seek first to gain what they believe they deserve. They may well also seek other forms of

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justice.

Procedural justice

The principle of *fairness* is also found in the idea of *fair play* (as opposed to the *fair share* of distributive justice).

If people believe that a fair process was used in deciding what it to be distributed, then they may well accept an imbalance in what they receive in comparison to others. If they see both procedural and distributive injustice, they will likely seek restorative and/or retributive justice.

Restorative justice

The first thing that the betrayed person may seek from the betrayer is some form of restitution, putting things back as they should be.

The simplest form of restitution is a straightforward apology. Restoration means putting things back as they were, so it may include some act of contrition to demonstrate one is truly sorry. This may include action and even extra payment to the offended party.

Restorative justice is also known as *corrective justice*.

Retributive justice

Retributive justice works on the principle of punishment, although what constitutes fair and proportional punishment is widely debated. While the intent may be to dissuade the perpetrator or others from future wrong-doing, the re-offending rate of many criminals indicates the limited success of this approach.

Punishment in practice is more about the satisfaction of victims and those who care about them. This strays into the realm of revenge, which can be many times more severe than reparation as the hurt party seeks to make the other person suffer in return. In such cases 'justice' is typically defined emotionally rather that with intent for fairness or prevention.

Source: http://changingminds.org/explanations/trust/four_justice.htm

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

erosion - 224	decay - 224	solemn - 228	grave – 233	cogently - 233

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Cry, The Beloved Country*, pp. 221-237**

Setting	Characters	Pages
police station	captain and high officer	221-222
the mines	three narrators	222-224
Mrs. Liethbe's house	Mrs. Liethbe, Gertrude, Msimangu, and the girl.	225-229
courtroom	the judge, three defendants and the audience	230-237

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RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- An officer present at John Kumalo's speech warns his superior of the danger of this orator. There is talk of a coming strike.
- A narrator tells the reader that the strike *did* in fact take place but that damages and effects were minimal.
- Mrs. Liethbe scolds Gertrude for associating with men from the neighborhood who have less than the best intentions. She takes Gertrude to church, where she gets it into her head that she might be saved by becoming a nun.
- Back at court, just after reports of another murder, a verdict is handed down. Mather Kumalo and Johannes Pafuri are found to be not guilty. Absalom is found guilty and sentenced to hang.
- Stephen Kumalo is overtaken by emotion. It takes two to help him out of the courtroom. One is the young white man from the reformatory who breaks custom in order to help the Umfundisi.

6. Map Add to ongoing class 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

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

One possible activity:

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?

Setting Sketch: Sketch the Visual Details

Materials:

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

Step One: List the details

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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.

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8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

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…"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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?

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- 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.

11. Close Close by extending today's lesson to life and the world.

1. What would you do differently if you were the lawyer?
2. How would you feel if you were Johannes and Mattew?

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Character Based Literacy Program Lesson Plan
***Cry, The Beloved Country*, Day 14**

Outcomes for Today

Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

PREPARE

1. 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.

How does the novel compare to the Story of the Prodigal Son?

The story of the Prodigal Son is about a father with two sons. The younger son took his share of the inheritance early and blew it on prostitutes and riotous living. When the money was gone, he returned home.
His father ran out and embraced him. The delighted father offered the boy his finest robe and threw a feast in his honor. The older son, the responsible one, was appalled. He stood outside the feast, crying in effect, "Look! All these years I've been working hard and obeying you faithfully, and you never gave me special treatment such as this!"

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The father responded, “You are always with me, and everything I have is yours.” But he had to celebrate the younger one’s return. The boy was lost and now is found.

Source: http://www.nytimes.com/2014/02/18/opinion/brooks-the-prodigal-sons.html?_r=0

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

constraint – 238	vestment- 239	deceive - 245	stout - 247	repented - 249

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Cry, The Beloved Country*, pp. 238-250.**

Setting	Characters	Pages
the prison	Kumalo, Msimangu, the girl, Absalom, Gertrude, and Father Vincent.	238-242
John Kumalo’s shop	John and Stephen	242-246
the Train Station	James Jarvis, Mr. Harrison, and John Harrison	246-247
Mrs. Lithbe’s home	Mrs. Liethbe, the stout woman, Msimangu, Kumalo, the girl, Gertrude and the boy	247-250

RESPOND

5. Timeline Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

Students might mention:

- Kumalo returns to the prison once more to see his son marry his new daughter in-law. After the ceremony, Absalom confesses to Stephen how scared he is.
- Kumalo visits his brother to say goodbye. They get into another fight. John Kumalo pushes Stephen out of his store and locks the door. Stephen says things he wishes he hadn’t and forgets to say any of the things he came to say.
- The Jarvises board the train to Ndotsheni. James gives John Harrison an envelope before he goes. In it is a check for 1,000 pounds to go toward the boys club founded by John and Arthur.
- Mrs. Lithbe hosts a goodbye party. It is a somber party. Msimangu and Kumalo express their respect for each other and Msimangu gives Kumalo a monetary gift also.
- In the morning the girl is up and ready to go. Kumalo wakes the boy, but Gertrude is gone.

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6. Map Add to ongoing class 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

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

One possible activity:

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.

Another possible activity:

Story Prop

Materials:

- construction paper, or other stiff paper
- pencils, pens, crayons, markers
- scissors, glue sticks if desired

Step One: Identify an important object in the story.

1. If you were acting out this story, what objects in the story would you want on the stage for people to see?
2. Pick one object to make.

Step Two: Make a colorful 9 x 12 inch version of the object.

Step Three: Put the prop you make up with others on the wall.

Variations for the Prop

1. Make a 3 dimensional or life size version of the prop.
2. Create a bulletin board with cut outs or drawings of each prop.
3. Put a label with the name of each object underneath the prop.
4. Using a smaller piece of paper [binder paper size], make a mini-wall with small drawings of 10 important objects in the story.

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Variations for Writing

5. Write a paragraph describing this prop.
6. Write a paragraph describing this prop as it is being used or observed by a character in the story. This could be during the story, or in the future.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

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.

EXTEND

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10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

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

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Character Based Literacy Program Lesson Plan
***Cry, The Beloved Country*, Day 15**

Outcomes for Today

Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

PREPARE

1. 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 the *fishbowl* of leadership?

The ***fishbowl* of leadership** is when a place, job, or condition in which one's activities are open to public view or scrutiny.

Source: http://dictionary.reference.com/browse/fishbowl

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

desolation - 255	plough - 257	sow - 257	trespasses - 258	condemned – 260

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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Cry, The Beloved Country*, pp. 253-267**

Setting	Characters	Pages
the train	Kumalo, the girl and the boy	253-254
the station	Kumalo, the girl and boy, Kumalo's wife and his friend	254-256
the church	Kumalo and his followers	256-259
Kumalo's home	Kumalo, his friend, and Kumalo's wife	260-262
the place of the chief	Kumalo and the chief	263-267

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Kumalo and his new family members travel home to Ndotsheni without Gertrude.
- They are greeted at the station by Kumalo's friend and his wife.
- Arriving in the village, Kumalo holds prayer for his members. He prays for forgiveness of trespasses.
- When the evening is done, Kumalo says goodnight to his new daughter, then shows his wife the gift from Msimangu and they sit together while Kumalo tells her all about his time in Johannesburg.
- After more prayer for the salvation of Ndotsheni, Kumalo goes to see the chief. The chief says he will talk to the magistrate, but Kumalo knows there is nothing the chief can do to change the education of farming in Ndotsheni.

6. Map Add to ongoing class 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.

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EXPLORE

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

One possible activity:

Create Open Mind Portraits for Kumalo and the Chief. As each are following a tradition of how to communicate with each other, what they are saying is not necessarily what they are thinking. Use thought bubbles and speech bubbles to delineate.

Another possible activity:

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.			

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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…

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

Title (Illustration) “Quotation” - speaker

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

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9. Analyze Analyze the key paragraph.

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?"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

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

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Character Based Literacy Program Lesson Plan
***Cry, The Beloved Country*, Day 16**

Outcomes for Today

Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

1. 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?
Forgiveness is typically defined as the process of concluding resentment, indignation or anger as a result of a perceived offense, difference or mistake, and/or ceasing to demand punishment or restitution.

Source: http://google-dictionary.so8848.com/meaning?word=forgiveness

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

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astonishment- 267	frayed - 268	spectators- 271	respite - 271	reins - 272

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Cry, The Beloved Country*, pp. 267-280**

Setting	Characters	Pages
Kumalo's home	Kumalo and the Jarvis child	267-271
outside the church	Kumalo, his wife, the girl and boy, and a visitor	271-277
inside the church	Kumalo and Jarvis	277-280

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- One day, outside of the church, Kumalo hears a horse. When he looks up he sees it is a young white child. The child turns out to be Arthur Jarvis's son.
- Kumalo and the boy become friends over a glass of water, and the boy learns that children of Ndotsheni are dying from the drought.
- The following day a cart of milk arrives from James Jarvis with instructions for distribution. There is a promise that the milk will continue until the rains bring the valley back to life.
- Jarvis arrives just before the drought breaks. He has brought a crew of assistants. The assistants plant sticks in a strange fashion. When the rain begins, Jarvis and Kumalo seek shelter together in the church. They both read the letter from the lawyer about Absalom's execution.
- Jarvis says that he will think of him on the 15th of the month. Kumalo is too emotional to reply. The milk keeps coming.

6. Map Add to ongoing class 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

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

One possible activity:

With a partner, pretend one of you is Kumalo and the other Jarvis. You are sitting inside the leaky church, waiting for the rain to stop. Say something to each other to help them feel more comfortable and let them know that things will be ok between you.

Another possible activity:

Timeline

Materials:

- butcher paper or long rolls of shelf or craft 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 [20 feet] running piece of paper, with a line running horizontally through the upper third.
2. At the beginning o 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.
2. This will help you remember what happened in reading on previous days. If you missed parts, or all of the story so far, this will fill you in.

Variations for the Timeline

1. Create a space for each chapter on the timeline when you begin.

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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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

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.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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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.

11. Close Close by extending today's lesson to life and the world.

1. Why is it important to have understanding of someone who has betrayed you?
2. What do you think the sticks are for?

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Character Based Literacy Program Lesson Plan
***Cry, The Beloved Country*, Day 17**

Outcomes for Today

Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

PREPARE

1. 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 Philanthropy?

Philanthropy is the practice of giving money and time to help make life better for other people.

Source: http://www.merriam-webster.com/dictionary/philanthropy

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

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dam – 281	oppressive - 290	idly - 292	mercy - 296	faith - 297

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Cry, The Beloved Country*, pp. 281-297**

Setting	Characters	Pages
Kumalo's home	Kumalo, Mrs. Kumalo, and the young Jarvis boy	281-289
the church	Kumalo and his parish	290-294
Kumalo's home	Kumalo and the bishop	294-297

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

1. The boy comes to visit again. Kumalo teaches him more Zulu.
2. Jarvis sends an agricultural expert to Ndotsheni. His name is Napoleon Letits. He will live with the Kumalos.
3. The boy comes once more to say goodbye, before returning to Johannesburg.
4. Just before confirmation, Kumalo gets word that Margarette Jarvis has passed away. Kumalo sends a letter of sympathy to James Jarvis.
5. Just as the bishop is about to send Kumalo away and close his church, a letter arrives from Jarvis saying "thank you." It also states his intention to finance the building of a new church.

6. Map Add to ongoing class 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

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

One possible activity:

With partners, pretend one of you is Kumalo and the other the bishop. As the bishop, take two minutes to tell Kumalo why you think it would be wise for him to move away from Ndotsheni. Allow two minutes for Kumalo to convince you otherwise. You may wish to switch roles and repeat.

Another possible activity:

Variations for the Word Wall

4. Make little word cards and collect them all by pasting or gluing them on the inside of a file folder.
5. Use the words for activities like those in *Words, Words, Words* by Janet Allen [Portsmouth, NH: Heinemann Books].
6. Read all the words on the wall [so far] out loud. Try to connect the words together in a story.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

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."

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EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

1. If you were a millionaire and only had a few more days to live, what would you do with all your money?
2. How do you predict the story will end?

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Character Based Literacy Program Lesson Plan
***Cry, The Beloved Country*, Day 18**

Outcomes for Today

Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

PREPARE

1. 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.

How does economic inequality harms our society today?
Video: http://www.ted.com/talks/richard_wilkinson

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

illusion - 297	intimation - 297	divine - 297	pastures - 301	vigil - 308

READ

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3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Cry, The Beloved Country*, pp. 297-312**

Setting	Characters	Pages
in the village	Kumalo and Napoleon	297- 304
on the mountain	Kumalo and Jarvis	305-312

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Napoleon begins to teach the village how to farm differently. He is making future plans for the land.
- Napoleon begins to talk with Kumalo about whose fault it is that the valley is like this in the first place. He talks of racial and economic inequalities. Kumalo warns him about hate.
- It is the 14th. Kumalo heads for the mountain to hold vigil for his son who is to be executed.
- Near the top, he runs into Jarvis. Kumalo thanks Jarvis this time before they part.
- Kumalo holds vigil for his son until after dawn, praying diligently.

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

- Finish the map of South Africa, track the movement and destinations of major characters and the location of major events.
- Finish the KWL chart about life and time period of South Africa. Conduct an internet search of all unanswered questions.
- Finish the 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

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

One possible activity:

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.

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Another possible activity: 3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity Description										
Event	1	2	3	4	5	6	7	8	9	10

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8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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 Napolean hope for?
4. Why does Napolean 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?

9. Analyze Analyze the key paragraph.

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."

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EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

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1. What are the things that need to be done to heal South Africa?
2. There are many levels of justice in this story. Brainstorm with a partner.

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