



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Cry, the Beloved Country

based on the book by

Alan Paton

Written by

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## A FEW NOTES ABOUT THE AUTHOR

### Alan Paton

ALAN PATON was born in 1903 in Pietermaritzburg, South Africa. In 1922 he graduated from the University of Natal with a degree in mathematics (and later a second degree in education). Beginning in 1925 he taught at a native school in Ixopo, and following that he became principal of Diepkloof Reformatory (for boys).

After World War II, he began studying prisons and reformatories, traveled to the United States, England, Canada and Sweden. While on this trip he got the idea for *Cry, the Beloved Country*, which was published in 1948.

Some of Alan Paton's other works are *Too Late the Phalarope* (1953), *The Land and the People of South Africa* (1955), *Hope for South Africa* (1959), *Tales From a Troubled Land* (1961), *Debbie Go Home* (1961), and *Ah, But Your Land Is Beautiful* (1982).

## INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Cry, the Beloved Country* by Alan Paton. It includes twenty lessons, supported by extra resource materials.

In the **introductory lesson** students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

In addition, there is a **nonfiction reading assignment**. Students are required to read two pieces of nonfiction related in some way to *Cry, the Beloved Country*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During two class periods, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer required or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. If your school has the appropriate equipment, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have a good understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

A lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

The **group activity** which follows the discussion questions has students working together to create a film about South Africa using all the information they have gathered through the nonfiction reading assignment, the reading and discussion of the book, and the writing assignments.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform: in preparation for the oral presentations students make a written composition telling the facts from the nonfiction articles they have read. The second assignment is to express personal opinions: students create five questions requiring an opinion for an answer and interview three of their classmates. Following the interviews, students write a composition telling about all the different answers they received in the interviews. The third assignment is to persuade: students write the script for a commercial relating to South Africa -- a public service commercial against apartheid, a commercial from a South African manufacturer advertising products, or some other commercial the student creates related to South Africa and the material covered in class.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: all multiple choice-matching-true/false or with a mixture of matching, short answer, multiple choice, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **extra activities section** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

## UNIT OBJECTIVES - *Cry, the Beloved Country*

1. Through reading Paton's *Cry, the Beloved Country*, students will better understand the country and people of South Africa.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. To show students that racial conflicts, social injustices and problems with crime exist in other countries; they are problems caused by people, not geographical boundaries.
4. Students will see that each of our daily life experiences changes us and shapes our thoughts and feelings.
5. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
6. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Cry, the Beloved Country* as they relate to the author's theme development.
7. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
8. The writing assignments in this unit are geared to several purposes:
  - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas  
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
  - b. To check the students' reading comprehension
  - c. To make students think about the ideas presented by the novel
  - d. To encourage logical thinking
  - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
9. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *Cry, the Beloved Country*

Date Assigned	Chapters Assigned	Completion Date
	1-5	
	6-7	
	8-10	
	11-14	
	15-17	
	18-21	
	22-29	
	30-36	

UNIT OUTLINE - *Cry, the Beloved Country*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Introduction PVR 1-5	Study ?s 1-5 Library	Writing Assignment #1 PVR 6-7	Study ?s 6-7 Reports PVR 8-10	Reports
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Study ?s 8-10 Reports PVR 11-14	Study ?s 11-14 PVR 15-17	Study ?s 15-17 Writing Assignment #2 PVR 18-21	Study ?s 18-21 PVR 22-29	Study?s 22-29 PVR 30-36
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
Study?s 30-36 Extra ?s	Vocabulary	Writing Assignment #3	Project	Project
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
Project	Filming	View Film	Review	Test

Key: P=Preview Study Questions V=Prereading Vocabulary Worksheet R=Read





## LESSON ONE

### Objectives

1. To introduce the *Cry, the Beloved Country* unit.
2. To distribute books and other related materials
3. To preview the study questions for chapters 1-5
4. To familiarize students with the vocabulary for chapters 1-5

### Activity #1

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Extra Activities Center The Extra Activities page of this unit contains suggestions for an extra library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the books and articles in from the library and keep several copies of the puzzles on hand.) Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

Nonfiction Assignment Sheet Explain to students that they each are to read at least one non-fiction piece from the in-class library at some time during the unit. Students will fill out a nonfiction assignment sheet after completing the reading to help you evaluate their reading experiences and to help the students think about and evaluate their own reading experiences. Students may use the information they read for the introductory research project to fulfill their nonfiction reading assignment for this unit.

## WRITING ASSIGNMENT #1 - *Cry, the Beloved Country*

### PROMPT

You have read at least two articles about South Africa. Now write a composition in which you tell about the articles you read. Think of this as a script for your oral presentation. By doing this writing assignment, you will gather and organize your facts thus preparing yourself for your oral presentation.

### PREWRITING

You have done most of your prewriting work already by taking notes as you read your articles. If you took notes in order from the beginning of the article to the end of the article, your notes will have a natural flow to them and will probably need little organizing. If you took notes in a haphazard fashion, you will need to organize them so that the ideas flow naturally, one to another.

### DRAFTING

The easiest way to write this composition is to write an introductory paragraph in which you introduce the topics your articles were about. Then, take your articles one at a time. Write one paragraph (or more if necessary) telling the facts of your first article. Write a paragraph (or more if necessary) telling the facts of your second article. Write a paragraph in which you give your own response to the information you collected.

### PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments and make the corrections you think are necessary.

### PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.