



TEACHER GUIDE

GRADES 9-12

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Kaffir Boy

Mark Mathabane

READ, WRITE, THINK, DISCUSS AND CONNECT

Kaffir Boy

Mark Mathabane

STUDENT PACKET

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text’s structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters’ points of view (Point of View)
- recognize and analyze a story’s setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author’s purpose (Author’s Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author’s style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author’s tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Getting the “Lay of the Land”

Directions: Prepare for reading by answering the following short-answer questions.

1. Who is the author?

2. What does the title suggest to you about the book?

3. When was the book first copyrighted?

4. How many pages are there in the book?

5. Thumb through the book. Read three pages—one from near the beginning, one from near the middle, and one from near the end. What predictions can you make about the book?

6. What does the cover suggest to you about the book?

Name _____

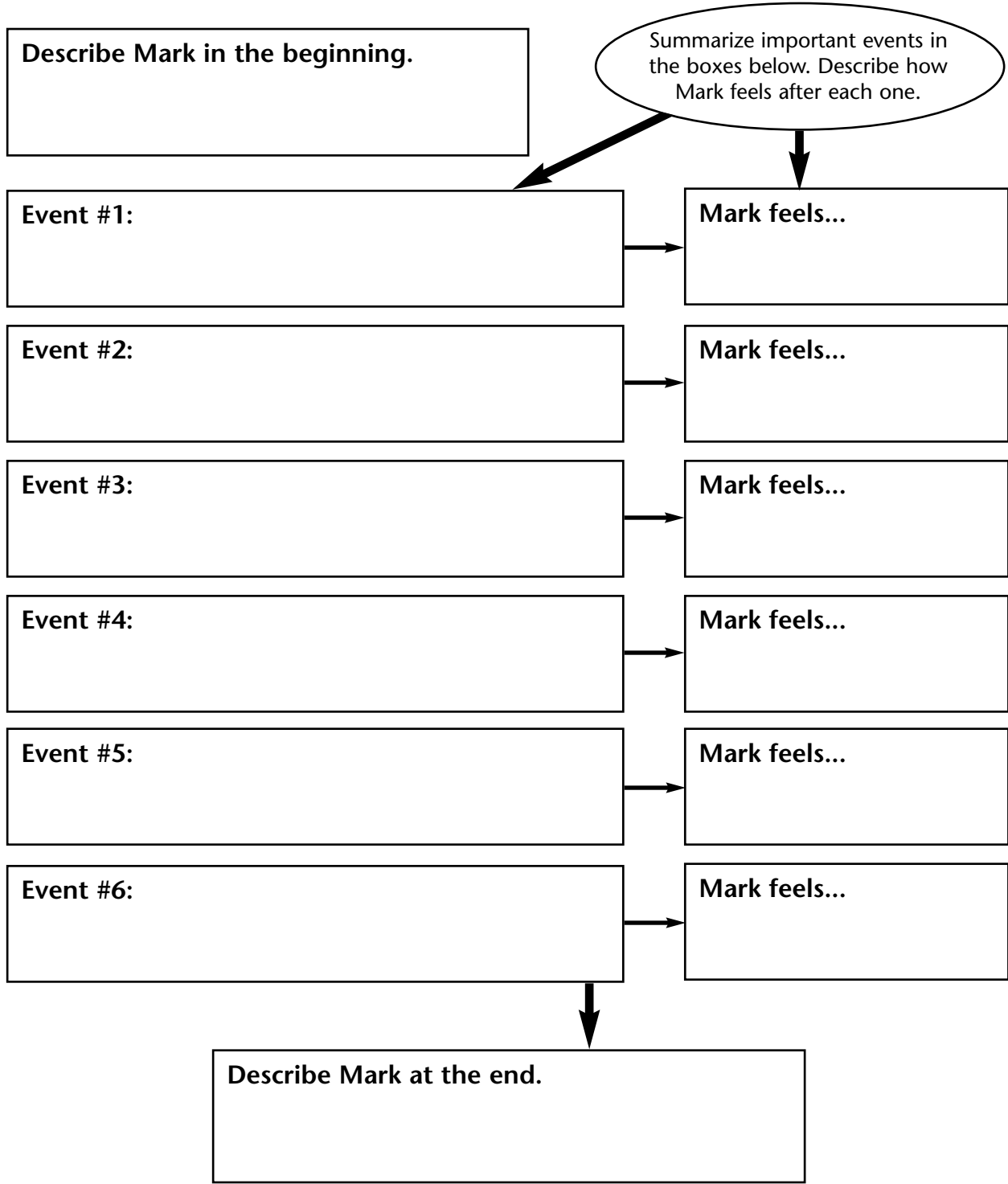
Part Three: Chapters 50–54

1. How does the black community treat Mark during and after the SAB Open?
2. How do Stan Smith and his wife Marjory treat Mark? How does Stan help Mark enter the Sugar Circuit?
3. How does the hotel staff respond when Mark tells them to stop calling him “sir”?
4. Why does Mark lose both of his Sugar Circuit matches? What does Mark realize he must do to improve his game?
5. What law keeps Mark from joining the Wanderers Club?
6. How is Mark able to consistently practice against white players?
7. Why is Mark arrested, and how does he get out of trouble?
8. Where does Mark get a job, and what does he do there? How much is his first paycheck?
9. Which is the first college to send Mark an application? Which college does Mark eventually choose?
10. What does Mark realize about his father as he leaves for the airport?

Name _____

Feelings

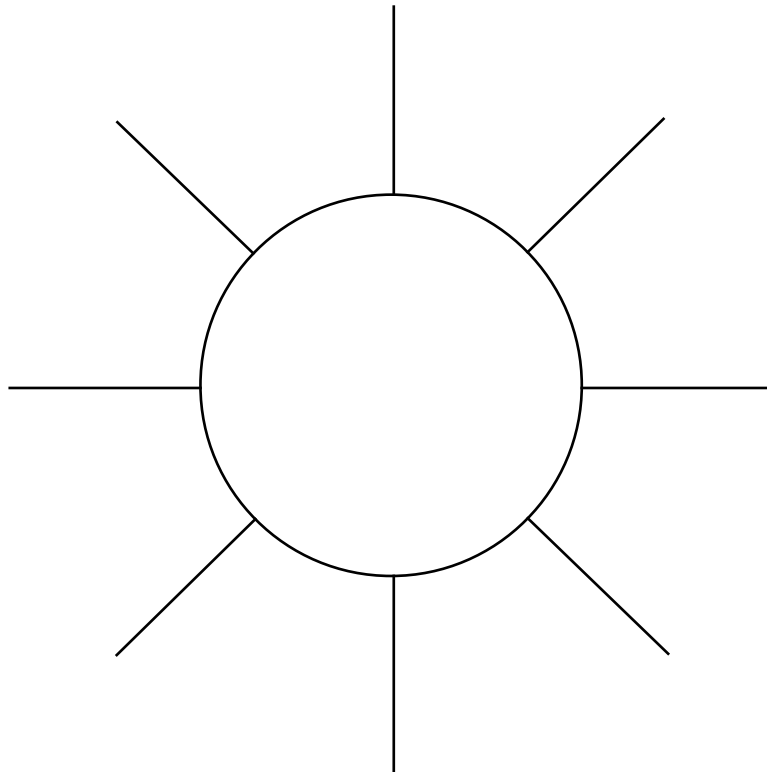
Directions: Complete the chart below to analyze Mark Mathabane’s feelings in *Kaffir Boy*.



Name _____

Thematic Analysis

Directions: Choose a theme from the book to be the focus of your word web. Complete the web, and then answer the question in each starred box.



★ What is the author's main message?

★ What did you learn from the book?