

WRITE A SENSITIVE LETTER AND READ A PASSAGE*

Siyavula Uploaders

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1 ENGLISH HOME LANGUAGE

2 Grade 8

3 CULTURAL AND AESTHETIC PREJUDICE

4 Module 9

5 WRITE A SENSITIVE LETTER AND READ A PASSAGE

5.1 ACTIVITY 1:

5.2 Write a sensitive letter

5.3 [LO 4.1.2]

- Now that you have looked at prejudice around the world, write a letter coming from someone who has experienced prejudice against himself.
- Choose *ONE* of the following children's problems and write a **dignified letter** as if coming from him or her, explaining what happens exactly, how you feel and what you think can be done about the situation: Give examples of the kind of trauma that you experience and try to explain descriptively the actions and reactions of the participants.

The thoughts of an Irish girl / boy who has been victimised because she is a Catholic.	The thoughts of an Indian girl / boy who is victimised because she is one of the <i>untouchables</i> .
The thoughts of a Muslim Iraqi student who is victimised while studying in America.	The thoughts of a young Palestinian girl / boy who is living in a largely Jewish area and who feels victimised.
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The thoughts of a young Serbian boy / girl who has to attend school in a largely Croat region and who feels victimised.	The thoughts of a young girl / boy who speaks English only in a largely French-speaking quarter and who feels victimised.
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Table 1

PREPARING:

- Do some reading on any of the above countries and their problems.

ROUGH, SUMMARISED RESEARCH NOTES:

Look at the following assessment chart BEFORE you start writing:

CRITERIA	[U+F023] [U+F023]	[U+F023] [U+F023]	[U+F023] [U+F023]	[U+F023]
Opening Format	Quite right	Almost right	Not quite right	Not right at all
Opening paragraph	Impressive	Quite touching	Fairly moving	Has no impact
Main points	Have impact	Quite impressive	Rather confused	Very confused
Mood	Very meaningful	Quite meaningful	Meaningful in parts	Not meaningful
Closing paragraph	Has impact	Quite impactful	Fairly impactful	Has no impact
Neatness	Very neat	Quite neat	Neat in part	Untidy
Diction	Striking	Good at times	Scattered	Poor
Figurative imagery	Very touching	Touching at times	Too few images	No imagery
Punctuation	Adds to theme	Quite interesting	Used too seldom	Poorly used

Table 2

MADE-UP ADDRESSES AND NAMES OF THE CHARACTERS:

PLANNED OPENING PARAGRAPH:

MAIN POINTS TO COVER:

PLANNED CLOSING PARAGRAPH:

FINAL EDITED LETTER (To be handed in for your portfolio)

5.4 ACTIVITY 2:

5.5 Read passage

5.6 [LO 4.1.2]

- Now, it is time to read the following passage to yourself and then answer the questions that follow:

The Givers and the Takers

1. When a learner is in Grade 8, there are certain sensitive issues which affect a young girl or boy: These are issues to which they react with deep emotion, heartfelt agony and embarrassment. The good news is that this is natural.

2. However we need to understand relationships more clearly and to look a bit more deeply to find solutions. There certainly ARE solutions to ALL problems.

3. Ignorance, fear and prejudice certainly do not help. To treat a person badly saying that you do not know how a person is feeling is a lame excuse; fearing someone is unnecessary when help is available and showing prejudice to any other person merely enhances a poor character.

4. There are two sides to all relationships: The sender and the receiver. And in between somewhere is a rather garbled message!

5. Let us explore the world of the sender first.

6. Sometimes a sender can be understanding, kind and compassionate, He realizes that words and actions can hurt feelings and he knows that young people are sensitive about certain issues. This could be because he has also suffered at some time and has experienced the feelings that others are going through. So he has empathy with that person: He can stand in that person's shoes. He is observant and can recognize when someone is hurting and can actually make it easier for that person by being tactful and supporting the victim. He is, in the final analysis, a leader who is prepared to go against the stream and take a stand on principle even at the cost of his popularity. He is prepared to speak out for those who cannot and to be the champion of the underdog.

7. Then there are those who enjoy to see others suffer; making them squirm, but worse, really hurting them. This hurt may be below the surface but it causes harm which may be lasting. Sadly the bully often is also in need of help and support and some positive feed-back. However, he relishes the notoriety that he receives and the fear that he injects into situations. He is hardly ever able to form good relationships because he has never tried. He believes, falsely, that showing a 'soft' side will make him look silly. If he tries to be polite, kind or helpful for a change, his life will change. He needs to believe that and to try it. Of course people might suspect him at first so he has to prove himself and not give up after the first rebuff. Generally a bully is a leader who is turning his talents and potential to evil and he needs to take control of his life.

8. Of course, we all know the opposite is true. Being compassionate is one of the greatest gifts of a person. A person with this gift gains respect for his behaviour, his responses and his reactions.

9. Next let us explore the world of the receiver.

10. He can be a victim or a survivor. A victim allows things to happen to him. He accepts them without question and almost believes that he deserves them. However, there are many ways of surviving. The best is to take a stand against being 'abused'. Talk. Talk to the first person who will listen; tell someone about the help that the bully needs! Take HIS side and show compassion. Show that you feel HE needs help!

11. After all, you are better than he, not so. So why accept his bad behaviour?

12. Receivers can be proactive, positive and definite in their responses. They can talk in a quiet voice but get their point across. They can talk in a halting way but still get their point across.

They can talk in a shy way but still get their point across. They should take courage and talk to someone. The secret words are, "May I please speak to you?" The rest will follow.

13. In Grade 8 learners are growing up and feel things strongly. This is natural. Keep it natural. Stick to good principles; be true to yourself; make real friends – then life will be for living!

14. Stake your claim!

Christine Palmer

5.7 ACTIVITY 3:

5.8 Now answer comprehension questions on the above passage

5.9 [LO 5.3.5]

Paragraph 1:

Give the meaning of *sensitive*.

LO 6.1.2 (2)

What is the difference between *affect* and *effect*?

LO 6.1.2 (2)

Give one example each for why young boys and girls react with deep emotion, heartfelt agony and embarrassment.

LO 6.1.1 (6)

Paragraph 2

“*We need to look more deeply*”. Give the part of speech of and the function of . . .

LO 6.1.5 (8)

we

need to look

more

deeply

Paragraph 3

What is the connection of the second sentence to the first?

LO 6.2.6 (1)

Paragraph 4

What is the function of the colon?

LO 6.2.6 (1)

Paragraph 5

- What kind of sentence is used? (Simple, complex or compound?)

Define your answer.

LO 6.4.1 (1)

Paragraph 6

Use *understanding*, *kind* and *compassionate* in sentences. Show the meaning clearly.

LO 6.1.2 (3)

What is the purpose of the colon?

LO 6.1.2 (1)

Paragraph 7

- What is the meaning of *squirm*?

Use the word in a sentence to show it’s meaning clearly.

LO 6.1.2 (3)

What is the difference between *fame* and *notoriety*?

LO 6.1.2 (2)

What can a bully do if he wants to change his behavioural pattern?

LO 5.1.1 (3)

Paragraph 8

Name two other gifts you feel are the greatest gifts you could give to any man.

LO 5.1.1 (2).

Paragraph 9

What is meant by *world* here?

LO 5.1.1 (3)

Paragraph 10

Why is *talk* repeated?

LO 5.1.1 (1)

Why is there an exclamation mark after the last sentence?

LO 6.2.6 (1)

Paragraph 11

Give the ONE function of both commas in the first sentence.

LO 6.2.6 (1)

Paragraph 12

Combine the 2nd, 3rd and 4th sentences into ONE sentence. Use the correct punctuation.

LO 6.2.6 (1)

Paragraph 13

What is the function of the semi-colons; the dash and the exclamation mark?

LO 6.2.6 (3)

Paragraph 14

Is this sentence a statement, a command or a question?

LO 6.2.4 (1)

Explain the figurative image in *stake your claim*.

LO 3.8.2 (2)

TOTAL: 48 [1 - 12 = **1**; 13 - 24 = **2** ; 25 - 36 = **3**; 37 - 48 = **4**]

5.10 ACTIVITY 4:

5.11 Point-form summary

5.12 [LO 5.3.5]

- Make a point-form summary of this passage under the following headings:

- The basic character of a person without prejudice.
- The basic character of a bully.
- The basic character of a receiver of prejudice.
- What a victim can do about being bullied.
- Give a title and leave a space between each point.
- Number your points clearly. (20)

Title: _____
Sub-heading: _____
Sub-heading : _____
Sub-heading : _____
Sub-heading : _____

6 Assessment

LO 4 Writing
The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes
<i>We know this when the learner:</i>
4.1 writes a range of imaginative texts:4.1.1 to express imagination, ideas and feelings about self and others;4.1.2 to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters;
<i>continued on next page</i>

4.2 produces a range of factual written and multi-modal texts for various purposes, using a range of visual, and design elements where appropriate by means of recounts of events, research project reports, pamphlets, posters, book reviews;
4.4 uses the writing process collaboratively and independently to generate texts:4.4.5 reflects on multiple drafts considering purpose, audience, language usage, bias, complex organisation and a few simple elements of style, and revise appropriately.

Table 3

LO 5 Thinking and Reasoning

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

We know this when the learner:

- 5.1 uses language to think and reason:
 - 5.1.1 applies thinking and reasoning skills in a variety of contexts across the curriculum;
 - 5.1.6 draws on own experience in order to substantiate point of view;
 - 5.1.7 questions and infers to solve problems and develop thinking about complex issues, ideas and emotions;
- 5.2 use language to investigate and explore:
 - 5.2.4 locates and accesses information from a wide variety of sources;
- 5.3 processes information:
 - 5.3.3 extracts and synthesises information, using listening, reading, writing and viewing skills;
 - 5.3.5 summarises information or ideas by selecting generalising, categorising and editing, and reflects critically on the product.
- 5.3.6 formulates thoughts orally and in writing in increasingly complex ways, using knowledge of language.

LO 6 Language Structure and Use

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

- 6.1 works with words:
 - 6.1.2 creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems;
 - 6.1.5 uses word families and words of the same field to develop vocabulary in context.

7 Memorandum

ACTIVITY 1: Write a sensitive letter

- Perhaps a short discussion about what is happening or has happened in the suggested countries. They might like to add some extra scenario's but need to explain their choice. Let them get the FEEL of the country AND the circumstances so that the letter is as REAL as possible. They must hand in the rough work with the final EDITED version. They might like to add a picture taken from a newspaper or a magazine for extra credibility.

ACTIVITY 2: Read passage

- Here you can spend time talking about bullying in general and why and how bullying is manifested. You might like to go over the questions AND answers with the learners but they are not allowed to write down anything. Then they will be judged on how well they listened and also how well they can express themselves – almost like editing a test! Then you can take this in as part of their portfolio.

ACTIVITY 3: Point-form summary

- They need to understand about headings; numbering; writing concisely (but still including the finite verb) and spacing. Do this roughly with them first so that they understand the techniques fully. Explain the purpose of a summary: To tell the truth, the whole truth and nothing but the truth!