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Section C: Scene-by-scene summary of the play (p. 13)

The summaries give you a general grasp of each scene in the same way that a map gives you a general picture of an area you plan to visit. But that is not a substitute for visiting the area in person or, in your case, reading the text itself. In this section you are going to do both: keep an eye on the summary but spend most of your time studying the text. Page references are provided for both the summary and the scene it summarises.

Act 1 Scene 1: The great debate (pp. 13 & 41–51)

1. At the end of the “**heated argument**” between Isabel and Thami, he accuses her of saying women were _____, but she insists that she had used the word _____. (2+1)
2. The way Mr M interrupts them is by _____. (1)
3. Mr M interrupts them to explain what a debate is and he also points out that it is not about “_____”. (2)
4. In addition to saying that women’s liberation is a Western idea, Thami can perhaps also be seen as “**outrageous**” for claiming to speak not as himself but as “_____” and for saying that “_____” for African people. (4)
5. Isabel concedes that Western Civilisation can benefit from studying the “_____”. (2)
6. She argues, however, that only those who would like to “_____” defend traditional African values as _____. (2+1)
7. Thami scoffs at the idea of men _____ or _____; instead, the main role that both he and Isabel see for men in traditional African culture is _____. (1+1+2)
8. The examples Isabel gives of roles that can be done just as well by women as by men nowadays are _____ and _____. (2)
9. Isabel concludes by warning the audience against arguments about _____, since they are likely to be based on _____. (2+1)
10. Since Thami received “_____” applause from the audience whereas Isabel’s was merely “_____”, Mr M’s warning before moving to the vote implies that voting for Thami would be “_____”. (1+1+2)
11. When Mr M says “**To borrow a phrase from Mr Mbikwana, forget the faces, remember the words**”, the faces he is referring to are those of _____, whereas Thami originally referred only to _____. (2)
12. Choose from the words below to fill in the gaps in the following sentence:

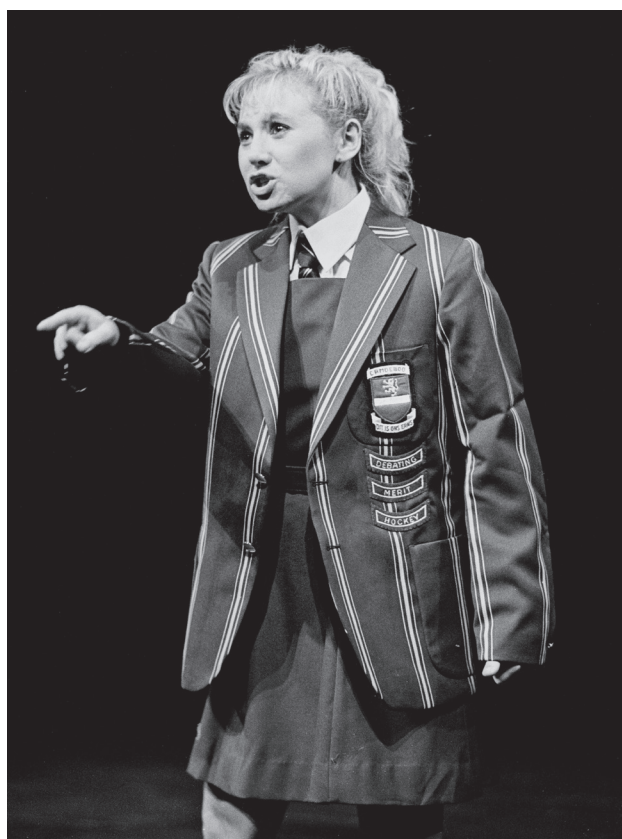
annoyed	earnest	rude	playful
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In their comments at the bottom of p. 44, Thami’s tone could best be described as _____ and Isabel’s as _____. (2)
13. Mr M says on p. 45 that the audience “**are the real winners this afternoon**” because they had voted _____ despite _____. (1+2)
14. On p. 46 we learn that this debate was unusual for Thami because _____ and for Isabel because it was “_____”, unlike the “_____” at her own school. (3)
15. Three of the following are examples of Thami’s sense of humour during his conversation with Isabel on pp. 46–49. Underline the two exceptions, when he is serious.
 - a. **THAMI:** *[Finger to his lips]* Be careful.
 - b. **THAMI:** Yes. What did you have for breakfast this morning?



- c. **THAMI:** I am the one hundred thousandth generation.
- d. **THAMI:** They are all my friends.
- e. **THAMI:** You won't find it here. I don't want to leave any part of me in this classroom. (4)
16. The first hint that Thami rejects Mr M and what he stands for is when he says "_____ " (p. 50). (1)
17. What Thami objects to is that Mr M thinks he knows _____. (2)
18. The stage direction that indicates where Thami speaks most angrily is [_____]. (1)
19. Isabel calms him down by _____ and by adopting a _____ tone. (2)
20. We are not surprised to hear that Isabel is going to write up the debate for her school newspaper because we know she plans to _____. (1)
21. The goodwill between Thami and Isabel is clear from her _____ in reporting on the debate and in his _____. (4)
22. On p. 14, the **Comments** on Act 1 Scene 1 point out that "**the teenagers come from very different backgrounds**". However, what Isabel says about herself on p. 47, namely that "_____", applies equally to Thami. (2)

Act 1 Scene 2: Isabel's first monologue (pp. 15 & 51–54)



Photograph: Isabel's monologue. (Credit: Ruphin Coudyzer)

1. Isabel's first paragraph prepares us for the gap between black and white schools by contrasting _____ of the location with _____ of the town adjacent to it. (2)
2. The comment on p. 15 notes that Isabel's monologue "**reveals much about white attitudes to black townships**", and quotes two phrases to support this. In the same context, the meaning of "**you can't miss it**" (p. 51) is clarified in the words "_____". (2)





SECTION C: SCENE-BY-SCENE SUMMARY OF THE PLAY

3. Isabel includes all except one of the following in her description of Brakwater; which is the exception? Underline the correct answer.
- The makeshift houses.
 - The neglected dirt roads.
 - The litter.
 - The lack of services.
 - The absence of TV aerials.
 - The overcrowding. (2)
4. Underline the mistake in the following sentence: Isabel has been inside Brakwater in the company of her mother, her maid (Auntie), her father, and his deliveryman, Samuel. (1)
5. Isabel says (p. 52) that she is glad she was born white, and follows with an admission that she has not thought seriously about it. What she probably means by "it" is:
- how it came about that she happened to be born white.
 - what she should do about Auntie's living conditions.
 - the issues around white privilege under the apartheid government. (2)
6. Three of the following adjectives could apply to Renee's words on p. 52 ("**Shame! We must remember ... carefully.**"). Which word does not apply? Circle the answer. (2)
- | | | | |
|------------|-------------|----------|-------------|
| disdainful | patronising | superior | sympathetic |
|------------|-------------|----------|-------------|
7. What suggested to Isabel that the forty learners in Number One Classroom were not friendly was that _____. (2)
8. The "**something**" that the Zolile learners were studying very intently (p. 52) was _____. (2)
9. Isabel was wrong in expecting the Zolile students to _____ for agreeing to do this debate at their school. Instead they considered themselves to be _____. (2)
10. This was a surprise to Isabel because she was used to interacting with black people in a _____. (2)
11. It says on p. 15 that Isabel experienced this visit as a _____. In the final paragraph on p. 53 we see that this was because of the intensity with which the Zolile learners _____. (1+2)
12. Isabel realises that a location is a "_____" and what really surprises her is that "_____". (4)
13. She says at the end of Scene 2 that "**I want more. I want as much as I can get.**". Immediately before this she has realised that a location is "_____". This implies that what she wants more of _____ to achieve their full potential. (4)
14. The commentary on p. 16 under **Symbolism and setting** points out that the names *Brakwater* and *Camdeboo* imply that the location is infertile whereas the white town is fertile. This contrast is reinforced by the only reasons Isabel has had to visit the township in the past: with her mother to _____ and with her father to _____. (4)

Enrichment note for question 14

- Brakwater* is brackish water that has a very salty taste and can usually not be consumed.
- Camdeboo* is a national park located in the Karoo region near Graaff-Reinet in South Africa. It is known that this area doesn't receive much rain, but when it does, the world seems more beautiful there and it has many very hot days. It is also a type of tree – the Camdeboo stinkhout (*witstinkhout*) – that usually grows in open country on rocky soil.



**Act 1 Scene 3: Invitation to the quiz (pp. 17 & 54–60)**

1. The audience is able to guess that this scene takes place at Camdeboo Girls High when Mr M says “_____”. (2)
2. The following extracts are in the order in which Mr M informs Isabel about the quiz:
 - a. **“I have just seen Miss Brockway and she has given it her official blessing.”**
 - b. **“So here I am.”**
 - c. **“Two days ago I received this in the post.”**
 - d. **“... the Festival director who I spoke to on the telephone this morning.”**Circle the order in which the events actually occurred (i.e. their chronological order). (3)

a, d, c, b	c, b, a, d	c, d, a, b
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3. Mr M and Isabel show in these lines that they are both acquainted with Shakespearean texts. Write down the lines from the play that indicate this.
Mr M: _____ (2)
Isabel: _____ (2)
4. The phrase that tells us that the Zolile learners were just as pleased as Isabel that the debate had taken place is “_____”. (2)
5. The words on p. 55 that Mr M is likely to speak the loudest are “_____”. (2)
6. Thami’s **“friends are teasing him mercilessly”** (p. 55) because _____. (2)
7. Mr M raises Isabel’s (*and the audience’s*) curiosity when he says: **“I have come to talk to you about a prospect even more exciting than that”**. He holds her (and them) in suspense for _____ before revealing fully what that prospect is. (*Time how long it takes you to read aloud the section in between.*) (2)
8. Holding Isabel and the audience in suspense will incline them to pay careful attention to the main point Mr M makes here, namely that people from different race groups should _____ instead of _____. (4)
9. By **“this country’s lunacy”** Mr M is referring to _____. (2)
10. We can guess Isabel’s enthusiasm for Mr M’s idea from her words: _____ “_____” (1)
11. Isabel’s **“How’s that for unruly behaviour”** and Mr M’s reply, **“The very worst!”** (p. 57) is an example of _____, since they both mean _____. (1+2)
12. Underline the word that best describes Isabel’s tone of voice when she says **“None of that, Mr M!”** (1)

angry	pleading	reproachful
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13. What Isabel means by **“You’re in the location. I’m in the town.”** is that it would be almost impossible for her to _____. (2)
14. Another example of irony occurs towards the end of Isabel’s speech on p. 57, where she mocks Mr M for referring to entering her and Thami in an inter-school English literature quiz as a **“silly little”** idea. In fact, she thinks it’s _____. (2)
15. Isabel reveals at the top of p. 58 that the reason her mother felt _____ about Isabel’s visit to Zolile High is that she has no experience of _____. (1+2)
16. Isabel felt that Mr M’s attitude towards her differed from that of his learners in that he was _____ to her for visiting Zolile High School whereas the learners were not.
17. Mr M uses the word _____ to express his _____ of Isabel for overcoming her fear of his learners. (2)

