

HIGH SCHOOL | BLUE VALLEY DISTRICT NOVEL RATIONALE

***Cry, the Beloved Country* by Alan Paton**

English Language Arts, 12th Grade

WHAT'S THE STORY?

Stephen Kumalo is a Zulu pastor who travels to Johannesburg to rescue his sister Gertrude, who has become a prostitute, and to locate his son Absalom, who has not been heard from since he left home. Reverend Kumalo finds Gertrude and moves her and her young child to a new house. His son Absalom has lived in many locations and has several disreputable friends; currently he is accused of being involved in the murder of Arthur Jarvis, a local social activist. Although three men are involved in the murder and Absalom shoots only out of fear, he is the only one convicted and sentenced to hanging. Mr. Jarvis's father James comes for the funeral and tries to discover more about the work that this son was doing in South Africa. He reads Arthur Jarvis's criticisms about the nation that claims to be Christian yet practices few Christian ideals. In the end the elder Mr. Jarvis befriends Stephen Kumalo and decides he must continue the work in which his son had been involved.

CONNECTIONS TO CURRICULUM*

The following are some, but not all, of the connections to curriculum for this novel.

- **Unit 1: Language and Perspective**
 - Essential Question: "How does language influence perspective?"
- **Unit 3: Personal Responsibility**
 - Essential Question: "How does personal responsibility affect not only the individual but also the world as a whole?"
- **Unit 4: Universal Human Experience**
 - Essential Question: "How can reading reveal universal truths about the human experience?"

KEY STANDARDS ADDRESSED

- Read and comprehend literature, including stories, dramas, and poems. RL.12.13
- Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.12.2
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RL.12.5
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.12.1

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. RL.12.11
- Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. RL.12.3
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. RL.12.4
- Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant. RL.12.6
- Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. RL.12.7
- Demonstrate knowledge of foundational works of American and world literature, including how two or more texts from the same period treat similar themes or topics. RL.12.9
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading. RL.12.10
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. RL.12.12