



**Mrs. Hollod and I met to decide what to review at our final LiveLessons to help you be most successful on the Unit 6 test and Semester Exam.**

## Remember the Honor Code:

- Students may **not** use during a quiz or test:
  - the Internet
  - a friend or learning coach
  - the textbook \*

\*generally *NOT* allowed unless on your IEP.



Did you **PROMISE** to uphold the honor code and not use any outside sources as listed above?





**English 10A – Unit 6**  
**Lesson 2 “Africa”**  
**Poetry reading Workshop**

**Ms. Billett**  
**Reading Success Coach**  
**November 27, 2023**

# Unit 6 Test

## essay question option:

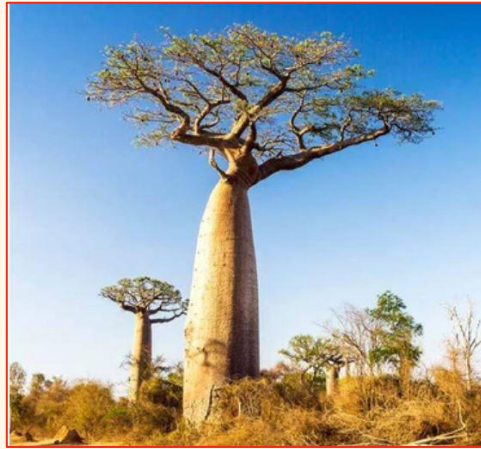
A theme that runs through the poems in this unit is that a sense of **pride** is important to a sense of **self-worth**.

Take notes as you read.



The Unit 6 test is on your planner for Dec. 20.

We started reading the epic poem “Sunjata” at my Nov. 27 LiveLesson Workshop.







# Resources for Lesson 2 “Africa”

01

## PDF – the poem

*Reading the World* textbook pp. 281-282

03

## Audio (background & poem)

A teacher introduces the poem, gives important background, and reads it:


[youtu.be/1h3ffMgwuVU?si=4A7h5em0HnxSaoqb](https://youtu.be/1h3ffMgwuVU?si=4A7h5em0HnxSaoqb)


02

## PDF - handout

“Africa” poem - **Read and Think handout.**

Found in Lesson 2 slide 4 \*and\* as an attachment in Ms. Billett’s Nov. 26 WebMail.





Read the background  
about the poem on  
p. 281.

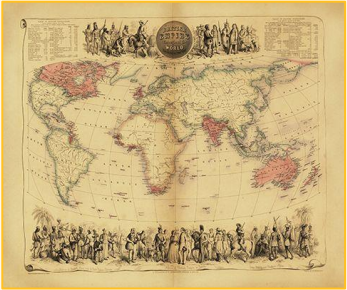
01

David Diop (1927–1960) was  
born in France, but he  
identified with his African  
heritage.



# Colonial Rule:

“England, in what is now **Britain**, wanted more land overseas where it could build new communities, known as **colonies**. These colonies would provide England with valuable materials, like **metals, sugar and tobacco**, which they could also sell to other countries.”



Source: [natgeokids.com/nz/discover/history/general-history/british-empire-facts](https://www.natgeokids.com/nz/discover/history/general-history/british-empire-facts)

## • The “Second British Empire”


- “From 1881 to 1902, Britain competed with other European empire-builders in what became known as the ‘**Scramble for Africa**’. By the early 1900s, huge parts of Africa –
  - including Egypt, Kenya, Nigeria and large areas of southern Africa – all came under British rule.”






## Read and Think Critically Answers handout

02

- ***Negritude*** - black identity
  - French-speaking blacks began reaffirming African cultural values
  - rejected the idea that white colonizers are inherently superior to blacks and
  - encouraged a return to traditional African values, such as appreciation of the beauty of the African landscape and a way of thinking that combines emotion and reason
- 



## Look at the poet's *word choice*

- “my Africa”
  - “proud warriors” – never known but “your blood flows in my veins”
  - “beautiful black blood”
  - tree has “faded flowers”
  - “grows again patiently obstinately” (obstinate ➡ stubborn)
  - “the bitter taste of liberty”
- 


# Unit 6 Test

## essay question option:



A theme that runs through the poems in this unit is that a sense of **pride** is important to a sense of **self-worth**.

What do you think is the connection between this theme and Africa's history of colonial rule?



The Unit 6 test is on your planner for Dec. 20.

# Reading strategies



**Make a movie in your head with all the senses**

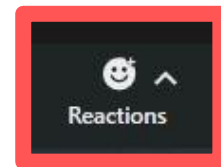


**Make connections**

- with your own life
- with what you know about the world
- with other stories you've read (or movies you've seen)



**Ask questions as you read.**



# “Africa”

p. 281



Africa my Africa  
Africa of proud warriors in  
ancestral savannahs  
Africa of whom my  
grandmother sings  
On the banks of the distant  
river



I have never known you  
But your blood flows in my  
veins



Your beautiful black blood  
that irrigates the fields  
The blood of your sweat  
The sweat of your work  
The work of your slavery  
The slavery of your children





# “Africa”

p. 281 b



Africa tell me Africa  
Is this you this back that is  
bent  
This back that breaks under  
the weight of  
humiliation  
This back trembling with  
red scars  
And saying yes to the whip  
under the midday sun

But a grave voice answers  
me



# “Africa”

pp. 281-282



Impetuous<sup>1</sup> son

<sup>1</sup>impetuous – impulsive, hotheaded

that tree young and strong  
That tree there  
In splendid loveliness  
    amidst white and faded  
    flowers  
That is Africa your Africa  
That grows again patiently  
    obstinately  
And its fruit gradually  
    acquires  
The bitter taste of liberty.

- # -



# “Africa”

pp. 281-282



Africa of whom my  
grandmother sings  
On the banks of the distant  
river  
I have never known **you**  
But **your** blood flows in my  
veins



What is the reference to  
“you” and “your”?

# *Signs of colonialism (part 1)*

- “The work of your slavery  
The slavery of your  
children”

“This back that breaks  
under the weight of  
humiliation



This back trembling with red  
scars”



○ “And saying yes to the whip  
under the midday sun”



# *Signs of pride*

- “my Africa”
- “of proud warriors in ancestral savannahs”
- never known but “your blood flows in my veins”
- tree “grows again patiently obstinately”  
(obstinate = stubborn)





# *Signs of colonialism (part 2)*

- That tree there  
In splendid loveliness  
amidst white and faded  
flowers  
That is Africa your Africa  
That grows again patiently  
obstinately  
And its fruit gradually  
acquires  
The bitter taste of liberty.

○ **“And its fruit gradually  
acquires  
The bitter taste of  
liberty.”**

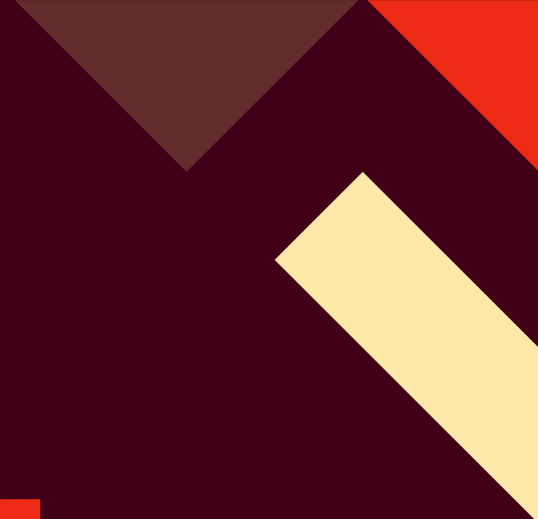
bitter: harsh, “causing painful  
emotions” “angry” – unfair  
treatment  
Their liberty is “bitter” because they  
have lost so many



# Take a moment – for personal connections:



- Even though our daily struggles cannot be fully compared to slavery, we can still find personal connections with the speaker of the poem.
1. In what in your own past life or family heritage do you take pride?
  2. Is there any part of your life that you feel “I have never known you but your blood flows in my veins”?
  3. Have you ever achieved something important to you – but at a cost?



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See you Monday after Winer Break for our  
final Workshop of Semester A.

**Ms. Billett**

# ENGLISH 10A: *TRIVIA!*

December 18, 2023



**Choose A, B, or C.**  
Keep track of how many you answer correctly.



1 . Someone who is **firm** and **refuses**  
**to give up**  
could be seen as

**obstinate**

**aloof**

**hostile**

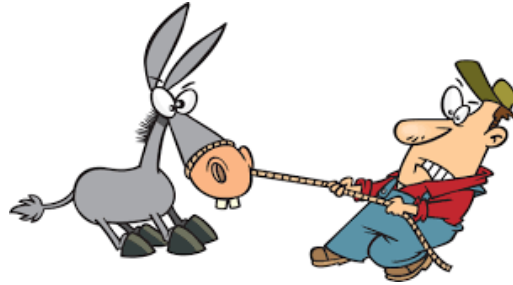
**A**

**B**

**C**



1 . Someone who is **firm** and refuses  
to give up  
could be seen as



**obstinate**

**aloof**

**hostile**

A

B

C

2 . “a **grave** voice” – What is another word for “grave” in this context?

**unsteady**

**loud**

**serious**

**A**

**B**

**C**

2 . “a **grave** voice” – What is another word for “grave” in this context?



**unsteady**

**loud**

**serious**

**A**

**B**

**C**

3 . What's another way to describe someone as “**invincible**”?

**unbeatable**

**vivacious**

**fearful**

**A**

**B**

**C**

3 . What's another way to describe someone as “**invincible**”?

**unbeatable**

**vivacious**

**fearful**



A

B

C



4 . What is another word for  
the descriptive word  
**ostentatious**?

***Bratty***

***showy***

***mEEK***

**A**

**B**

**C**

**ostentatious: adj.**

**definition:**

**characterized by or given to pretentious or conspicuous show in an attempt to impress others**



4 . What is another word for the descriptive word **ostentatious**?

***bratty***

***showy***

***meek***

**A**

**B**

**C**

5. How many *school days* are left in the semester?

2	2	4	6	8	10	12
3	3	6	9	12	15	18
6	6	12	18	24	30	36
7	7	14	21	28	35	42
10	10	20	30	40	50	60
11	11	22	33	44	55	66

*9 school days* are left in the semester.

2	2	4	6	8	10	12
3	3	6	9	12	15	18
6	6	12	18	24	30	36
7	7	14	21	28	35	42
10	10	20	30	40	50	60
11	11	22	33	44	55	66

# HOW DID YOU DO?

Make a movie in your head to help you remember what you read.

