



“No Witchcraft for Sale” *

English 10 Workshop

* No witchcraft is in the story!

Ms. Sheri Billett, reading success coach

December 11, 2023



Today > Friday, December 15, 2023

Biology A - Expressed Traits
Quick Check

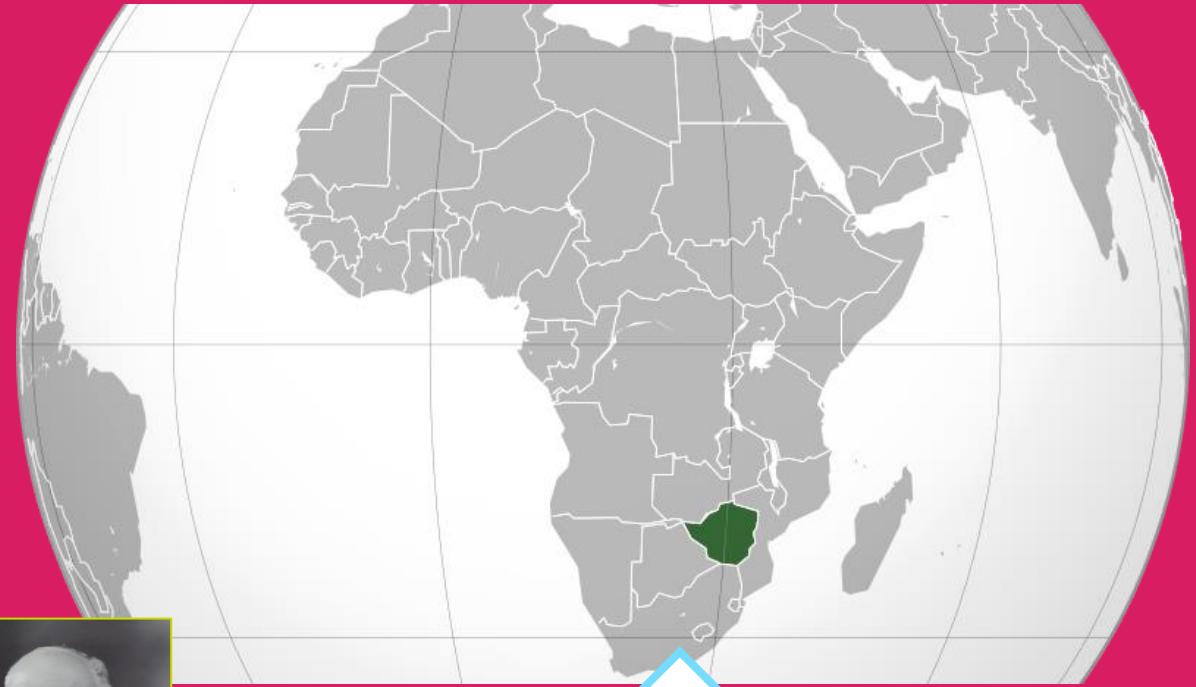
English 10 A - No Witchcraft for Sale
Quick Check

 **On your planner for Friday Dec. 15.**

 **Unit test: Dec. 20**

Rhodesia

- Great Britain expanded into southern Africa in the 1800s.
- Rhodesia become a self-governing colony of the United Kingdom in 1923.
- British rule ended in 1965.
- Rhodesia became the independent Republic of **Zimbabwe** in 1980.



Sir Herbert Stanley,
Colonial governor 1935-1942

This story takes place in about the 1930s when many white British immigrants moved to Rhodesia.



Unit 6 Lesson 11 Title: “No Witchcraft for Sale” by Doris Lessing

Audio by Mrs. Weir: https://youtu.be/YTbU3WDsHL0?si=NPV1418uXr_7XG0w

Special note: Although “witchcraft” is in the title, this story is not actually about magic. Think about why the author gave the story this title.

Background:

Zimbabwe was once a British colony known as Rhodesia. While whites were only 5% of population, they ruled the country. Born to a British family - moved to Southern Rhodesia as child - Lessing lived much of her adult life in Rhodesia.

Setting:

- **When:** about 1930s
- **Where:** Rhodesia – British colony in southern Africa

Characters: (add details)

- Gideon, the cook
- Mrs. Farquar -
- Mr. Farquar -
- Teddy -
- Local doctor -
- The scientist -

Plot (main events) – *about 1 per page*

- Gideon and Teddy spend time together – grow close

← Sent via
WebMail on
Dec. 10.

“Always read (both pages of) the background.”

No Witchcraft for Sale

Doris Lessing

Before You Read

Doris Lessing (1919–) was born in Iran, but her family later moved to a farm in Rhodesia (now Zimbabwe). Many of her stories are set in Rhodesia and depict the harsh treatment of black Africans by whites. Her most widely read work is *The Golden Notebook*, a novel about a woman writer’s search for meaning. Lessing says, “If I don’t write for any length of time, I get very irritable. If I had to stop, I would probably start wandering the streets, telling myself stories out loud.”

World Context The farm where Lessing grew up was typical for Africa: 3,000 acres of unfenced scrub bush—land covered with dense vegetation and undergrowth—and the open grasslands known as the veld. Only a few hundred acres were cultivated, with the rest populated by many kinds of wild game.



LITERARY LENS: CHARACTER AND PLOT

As you read, watch how the development of the main **characters** advance the **plot**.



“Read and Think Critically” handout

No Witchcraft for Sale

by Doris Lessing, pages 349–357

Short Story

2

Responding and Writing

The Farquars feel close to Gideon, their black cook, who shares their Christian beliefs and loves their son Teddy. When a tree snake spits venom into the child’s eyes, Gideon uses a plant to save the child’s sight. But when a scientist visits to learn about the miraculous plant, Gideon reacts as if the Farquars have betrayed him and refuses to cooperate.



1

Vocabulary

annulled cancelled; nullified

efficacy effectiveness; power

eminent distinguished; high-ranking

perfunctory unenthusiastic; cursory

protuberances bulges; swellings

Read and Think Critically

1. LITERARY LENS: CHARACTER AND PLOT

to the healing plants, or they might believe that whites would mock their wisdom for having “uncouth properties of magic.”

3. Use clues from the text to illustrate the relationship between the white and black populations of the story. *Answers will vary. Students to note the ties that bind the Farquars and their servants, such as the servants’ affection for Teddy and shared Christian beliefs. The factors that create distance between the whites and the blacks, such as the whites’ assumption*

3



Topics to ponder

1

Examine how white people and black people regard each other in the story.

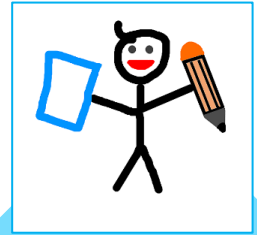
2

How do they help to both teach and support each other, and how do they fail?

3

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

Reading strategies



Make a movie in your head with all the senses

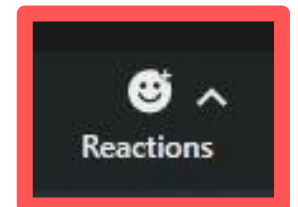


Make connections

- 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.

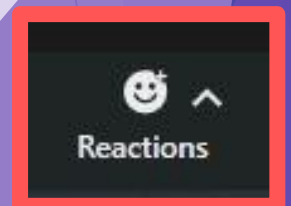




The Farquars had been childless for years when little Teddy was born; and they were touched by the pleasure of their servants,

who brought presents of fowls and eggs and flowers to the homestead when they came to rejoice over the baby, exclaiming with delight over his downy golden head and his blue eyes.

They congratulated Mrs. Farquar as if she had achieved a very great thing, and she felt that she had—her smile for the lingering, admiring natives was warm and grateful.

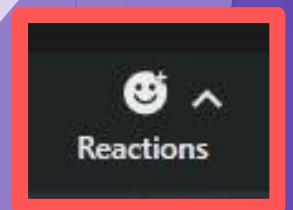




Later, when Teddy had his first haircut, Gideon the cook picked up the soft gold tufts from the ground and held them reverently in his hand. Then he smiled at the little boy and said: “Little Yellow Head.” That became the native name for the child. Gideon and Teddy were great friends from the first.

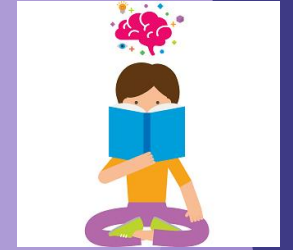
When Teddy learned to walk it was often Gideon who crouched before him, clucking encouragement, finally catching him when he fell, tossing him up in the air till they both became breathless with laughter.

Mrs. Farquar was fond of the old cook because of his love for her child.





Sometimes a small Piccanin [black child] who had been born the same time as Teddy, could be seen peering from the edge of the bush, staring in awe at the little white boy with his miraculous fair hair and Northern blue eyes. The two little children would gaze at each other with a wide, interested gaze, and once Teddy put out his hand curiously to touch the black child's cheeks and hair.



Gideon, who was watching, shook his head wonderingly, and said: "Ah, missus, these are both children, and one will grow up to be a baas ["boss"], and one will be a servant"; and Mrs. Farquar smiled and said sadly, "Yes, Gideon, I was thinking the same." She sighed. "It is God's will," said Gideon, who was a mission boy.

The Farquars were very religious people, and this shared feeling about God bound servant and masters even closer together.





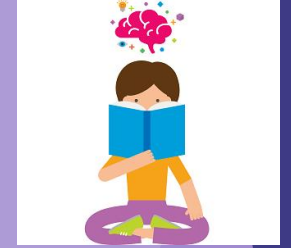
Teddy was about six years old when he was given a scooter and discovered the intoxications of speed. All day he would fly around the homestead and into the kitchen door. There he would cry: “Gideon, look at me!” And Gideon would laugh and say: “Very clever, Little Yellow Head.”

Gideon’s youngest son, who was now a herdsboy, came especially up from the compound to see the scooter. He was afraid to come near it, but Teddy showed off in front of him. “Piccanin,” shouted Teddy, “get out of my way!”

And he raced in circles around the black child until he was frightened and fled back to the bush.

“Why did you frighten him?” asked Gideon, gravely reproachful. Teddy said defiantly: “He’s only a black boy,” and laughed.

Then, when Gideon turned away from him without speaking, his face fell.



Gideon seemed to be putting a distance between himself and Teddy, not because of resentment, but in the way a person accepts something inevitable.... Now Gideon would not let his flesh touch the flesh of the white child. He was kind, but there was a grave formality in his voice that made Teddy pout and sulk away.

With Gideon, Teddy was polite and carried himself formally, and if he came into the kitchen to ask for something, it was in the way a white man uses toward a servant, expecting to be obeyed.

- ➔ Stop *here* to think about this question so that you are prepared for the ending:
- ➔ Examine how white people and black people regard each other in the story.

... then, finish the story.

Resource #1

- Ms. Hollod's
- intro page
- for each lesson!

The screenshot shows a digital lesson interface for English 10 A. At the top, there is a purple header with the text "English 10 A" on the left, and "Add Lesson Notes" (with a pencil icon) and "Print" (with a printer icon) on the right. On the left side, there is a vertical navigation menu with three icons: a blue book icon labeled "COURSE OUTLINE", an orange wrench icon labeled "COURSE TOOLS", and a green speech bubble icon labeled "LESSON FEEDBACK". The main content area features a circular profile picture of a woman with long dark hair. To her right is a light-colored speech bubble containing the text: "Hello! I'm your teacher for this course. Please read the information below before starting this lesson. Contact me by [WebMail](#) if you have any questions as you complete this lesson." Below the profile picture, there are two blue hyperlinks: "Audio for 'No Witchcraft for Sale'" and "Reading". The "Audio" link is circled with a purple dashed line, and the "Reading" link is circled with an orange dashed line. An orange arrow points from the bottom right of the page towards the "Reading" link. In the bottom right corner of the page, there is a button with a right-pointing arrow and the text "Start Lesson".

The PDF of the story in the *Reading the World* textbook

Resource #5

• Ms. Hollod's
Thursday

LiveLessons

- 12 Noon Mntn /
- 11:00 am Pacific

• If you miss one,
watch the recording.

The screenshot shows a Nearpod presentation slide. At the top left, there is a 'nearpod' logo and a 'Menu' button. At the top right, the code '9RPY7' is displayed. The main content of the slide is on a red background and includes the title 'Unit 5 Essays' and a bulleted list of requirements: 'Responses need to be at least 6 complete sentences', 'Grammar and punctuation do count towards a full credit response', and 'Specific examples from the literature we read in English 10 must be included.' Below the list, a text box contains the question: 'To everyone for the unit 5 test. Those went out through webmail. Did anyone not receive them?'. At the bottom of the slide, there is a video player interface with a play button, a progress bar showing '00:08:57 / 00:37:35', and icons for speed, closed captions, and full screen.

The screenshot shows a library bookshelf with several shelves filled with books. At the top left, the text 'MRS. HOLLOD' is displayed. Below it, there are navigation links: 'HOME', 'ENGLISH 10A', 'SPEECH & DEBATE', 'ENGLISH 10E', and 'LIVE LESSONS'. The 'LIVE LESSONS' link is circled in red with an arrow pointing to it. At the bottom of the image, the text 'LIVE LESSON LINKS' is displayed in large white letters, and below that, a reminder says 'REMINDER: PASSCODE IS Inspire2023!'.



**Would you like to learn
more about reading
strategies?**

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