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## Approach to literature

Literature is more than memorising plots; it is also about connecting the thoughts, feelings and ideas to our own lives. Literature can help us understand more about the human condition: how we live, the struggles we all face and feelings that connect us all.

It is important to engage in discussion; do not expect the teacher to give all the information. Relate issues in the text to your life and the broader social context. We explore ethics (right and wrong; good and evil) in our society; how a character's beliefs and actions reveal aspects of our society.

Learners should:

- Learn and use new language in context
- Critically think about many issues
- Form opinions and arguments to support opinions
- Substantiate arguments with evidence from texts

As you read, you should constantly ask and answer several types of questions, and make notes if necessary.

<p>Basic questions</p> <ul style="list-style-type: none"> <li>• To help us understand what is happening in the text</li> </ul>	<p>Deeper thinking questions</p> <ul style="list-style-type: none"> <li>• Requires us to analyse the text</li> <li>• Bring in our own ideas and opinions (linking to the text)</li> </ul>
<p><i>Examples:</i></p> <p><i>What happened after...?</i></p> <p><i>Who did...?</i></p> <p><i>Who went to ...?</i></p> <p><i>Where did...?</i></p> <p><i>When did...?</i></p>	<p><i>Examples:</i></p> <p><i>Why did...?</i></p> <p><i>How did...?</i></p> <p><i>What would happen if...?</i></p> <p><i>What do you think it meant when...?</i></p>

Each learner should have:

- A copy of the novel (hard copy or e-book) during the literature class
- An A4 literature classwork book
- A pen, pencil and a ruler

Make notes as you read. This can be done in your classwork book, or you can make pencil notes in the margins of your reading book.

## Themes

A theme is an idea that runs through a story.

A theme can be what the story teaches the reader: a life lesson or an important message.

There are a number of themes we will explore as we study this novel.

The following are themes dealt with in the novel. Take note how each theme is presented in each chapter and throughout the novel.

Love	There are different types of love.  Familial – How parents attempt to show love to their children.  Platonic (friendly) – How friends support each other.  Romantic – When a couple experience “falling in love”  Consider other expressions of love.
The importance of family	Families have various challenges they face. They may band together to face difficulty together. There may be factors that seem to drive a wedge between family members.
Prejudice	Stereotyping. Having an unfair idea of what another group is like, without really knowing for sure. Making judgements of other people without facts.
Bullying	Bullying takes many forms. Consider the emotional and physical impact this has on people.
Violence	Related to bullying. There are various reasons why people become violent. Violence has effect on lives of others. Can the violence be justified?
Poverty and unemployment	The reality in South Africa is that many people struggle to find work.

## Finder Keepers

### The Characters

Lufuno	
Mandla	
Mandla's father	
Mother	
Father	

## Prologue

Read the prologue

Identify words that might be difficult. Let's work out the meaning.

Draw a picture in the space below of what you think is happening in the prologue (5 -10 min).



Explain to classmate next to you what is happening in your picture (5 min).

Answer the following questions in your workbook:

1. Who is speaking? (How did you show this in your drawings?)
2. Is she in a rural (countryside) or an urban (city) context/setting? How do you know? (How did you show this in your drawings?)
3. Does the story take place in the past (history) or the present (now)?
4. Who is she waiting for? (How did you show this in your drawings?)
5. Is something happy or frightening happening? Explain.
6. What tone of voice does the speaker use? Say how you know.

## Chapter 1

- One week before the prologue.
- Lufuno Mukwevho and her family have just moved to Cape Town (to an unnamed township) from Johannesburg. Lufuno has to start at Victory High School.
- Lufuno's parents were retrenched in Johannesburg. They now work at *On the Rise Bakery*. Unions have just called a strike.
- Lufuno is afraid she will be bullied because she is different. She speaks Tshivenda, not Isixhosa (like all the other learners), and has darker skin than most of the learners. Lufuno also does not have her best friend, Dudu, with her. This makes Lufuno sad. Lufuno does not know anyone her age or have any friends yet.
- The Mukwevho family live in a shack in Mrs Jantjies' yard. She is prejudiced against people from other provinces like the Mukwevho family, because they have come from Gauteng. (Before that, they came from Limpopo.)

Answer the following questions in your classwork books.

1. Discuss the stress and challenges involved for a teenager having to move to a new province. Consider the impact it can have on friends, school, family, and relationships in general. (2)
2. Refer to 'It's Monday morning,...' to '...to pave the way for me and give me courage.' on pg. 2:
  - 2.1 Identify the figure of speech in this paragraph. (1)
  - 2.2 Explain how this figure of speech adds to the description of what Lufuno is feeling. (2)
3. Why is Dudu on the forefront of Lufuno's thoughts at the beginning of the novel? How big was the role Dudu played in Lufuno's life? (2)
4. The first two pages of chapter one three different places (settings) that Lufuno found herself as she was growing up. In a table, identify the main similarities and differences. (6)
5. The bead bracelet made for and given to Lufuno by her grandmother is brimming with symbolic significance. Discuss the familial, cultural, and emotional importance of the beads. (3)
6. What significance does *On the Rise Bakery* play in the life of the Mukwevho family? (2)
7. Discuss the pun in the name of the bakery. (2)
8. Describe Mrs Jantjies and her sons in the opening scene of the novel. (2)
9. Would you say that Lufuno's words: "My first day and trouble has already sought me out" have any truth to them? Supply reasons for your answer. (2)
10. Lufuno is prevented from boarding the taxi to school on her first day. Who stops her and what do you think their intentions are? (2)

## Chapter 2

- On her first day of school, Lufuno meets a new friend, Noki.
- Noki shows Lufuno how to stand up to a group of dropouts which harasses her on the way to school.
- Sindi bullies Lufuno. Sindi is jealous that Lufuno is getting attention from Mandla, the handsome star of the soccer team, and also a chief's son.
- Some other learners also tease Lufuno about her dark skin and her Venda heritage.
- Sindi pushes Lufuno over. Lufuno's bracelet falls. Mandla picks up the bracelet and keeps it. He says, 'Finders keepers.'

Answer the following questions in your classwork books.

1. With a partner, discuss the following and record your answer:  
  
Is bullying by peers a problem most teenagers have to deal with on a daily basis? Explain your answer and suggest ways of dealing with bullies. (2)
2. Explain why Lufuno instinctively reaches for her bracelet when she finds herself in a stressful situation? (1)
3. It seems that Dudu is replaced by Noki. Describe the similarities in Noki and Dudu's characters. (2)
4. Does Noki have any misconceptions regarding her brother Sim? Explain. (2)
5. Sindi is regarded as one of the main antagonists of the novel. Describe her by referring to her physical appearance, her character and her behaviour. (2)
6. Consider Lufuno and Mandla's first meeting.
  - 6.1 Describe how they meet. (1)
  - 6.2 Do you believe in love at first sight? Explain your view. (2)
  - 6.3 Do you think that Lufuno and Mandla experience a sense of love at first sight? Motivate your answer. (2)
7. Who says "Finders Keepers" first in the novel and why does this person say it? (2)
8. Should Lufuno have allowed Mandla to keep her bracelet? Explain your view. (2)
9. Refer to "'Hey Mandla. Wena uScarce,' she says..." on pg. 15 to '...reaches the Grade 10B class before I do.' on pg. 16.  
  
What does this passage reveal about Mandla's character? (4)

## Chapter 3

- Lufuno has to introduce herself to the class, and she feels awkward.
- Mandla offers her his seat to make her feel as if she belongs.
- Sindi calls Lufuno a 'kwerekwere' (unwanted foreigner).

Answer the following questions in your classwork books.

1. Draw a table to indicate the differences between Lufuno and Sindi. (8)
2. Briefly describe Victory High School by referring to the following:  
Buildings, class sizes, furniture, teachers, learner discipline, and learner work ethic. (6)
3. Would you say that Victory High School is a true representation of schools in South Africa? Give reasons for your answer. (2)
4. Refer to the words "Their dictionary is reserved for insults" on page 19.
  - 4.1 Who is being referred to here? (1)
  - 4.2 Suggest why these people behave in this nature. (1)
5. Explain in your own words why the brainbox of the class says that "Mandla" and "chivalrous" are oxymorons. (2)
6. Explain the humour in Mandla's euphemistic statement that Sindi is "Challenging" on page 22. (2)



## Chapter 4

- Lufuno meets a new friend, Chantelle. Now she knows Chantelle and Noki.
- Chantelle tells Lufuno that Mrs Jantjies cheated her mother when they bought pot plants from her.
- Baba Mukwevho tells Lufuno that her mother and he are not part of the Union, and they won't join the bread factory strike. They need the money from their work – they cannot afford to go on strike.
- Mother is recovering from tuberculosis.

Answer the following questions in your classwork books.

1. What sport does Mandla play? (1)
2. How do we know that Mandla is good at his sport? (2)
3. Why does Mandla keep Lufuno's bracelet? (1)
4. Do you think that getting passionately involved in a sport or hobby can make you forget about your problems? Explain your view. (2)
5. Look at the following sentence from page 26.  
  
"Its bark sounds thin and whiny like the wind"  
  
Identify two literary devices and explain how they enhance the meaning and atmosphere of the scene. (4)
6. What is Ricardo's pride and joy? He and Lufuno's mom have a metaphoric war going on in this regard. Explain. (2)
7. Why is Lufuno's mother hesitant to accept anything from Mrs Jantjies? (1)
8. Explain the stereotyping used by Mrs Jantjies in the phrase "you people" (page 28). (2)
9. Suggest why Lufuno's parents have not joined a union. (2)
10. Which emotionally-laden word on page 30 indicates that Lufuno's mother isn't as sure as Lufuno's father about joining the strike? Explain why this is so powerful. (2)

## Chapter 5

- Lufuno misses Dudu. She remembers (flashes back) to her old life: first in Venda with her grandmother, and then in Johannesburg with Dudu.
- Lufuno and Tshilidzi have a 'movie night', when Lufuno tells her little sister a made-up (fantasy) love story, like a movie. The story usually has a happy ending. It helps Tshilidzi to sleep better.

Answer the following questions in your classwork books.

1. Why does Lufuno wish rather to live in the past? (2)
2. Briefly explain the tradition of movie night in the lives of Lufuno and Tshilidzi. (5)
3. Lufuno introduces a new character in the traditional "movie show". Who does she include and why? (3)
4. Identify the figures of speech / sound devices in the following quotes from chapter 5. Also indicate which character is being referred to.

Quote	Figure of speech / sound device	Character
"He is sprinting like a cheetah"		
"I want to go back to my river's source"		
"Would she like him too?"		
"Go to sleep," I hiss.		

5. Explain the significance of Dudu being the first person Lufuno trusted with her bracelet. (3)
6. Both Lufuno and her mother have external ways of finding comfort. Explain what they are and whether they are effective mechanisms for the characters to ease inner turmoil and tension. (2)
7. Mention three typical activities that Lufuno and Dudu shared. (2)
8. Lufuno accidentally reveals her feelings for Mandla to her sister. Briefly describe the incident in your own words. (2)
9. Lufuno's has an intense attachment to the bracelet. She says: "It feels like a part of me is missing." Explain why she places so much value on an item that may seem insignificant to someone else. (2)

## Chapter 6

- There is a change in point of view, and now we follow the story from Mandla's perspective (point of view). It is told in the third person – Mandla is not narrating the chapter.
- We find out that Mandla lives with his aunt, Andisiwe, who is the receptionist at On the Rise Bakery. Mandla lives with his aunt so he can attend school in Cape Town.
- Mandla's father, Chief Nkosi, is visiting from the Eastern Cape. Everyone is very respectful to the chief, except Mandla.
- Mandla's parents live together, but they are not happy. His mother has not come on the trip. Something bad happened in the past that has made Mandla and his mother very angry with the chief.

Answer the following questions in your classwork book:

1. Relationships between parents and teenagers can be complicated. Work with a partner and discuss why you think relationship between parents and teenagers often have anger, mistrust and tension. Suggest how these issues can be resolved. (2)
2. What impression does Mandla give that he and his father do not have a good relationship? (2)
3. Consider the sentence "... a beautiful, gentle name, the sound as smooth as the beads that he rolls between his fingers ..." (page 37)
  - 3.1 Identify and write out the figure of speech used. (2)
  - 3.2 Identify the alliteration and explain its effectiveness in the line above. (2)
4. Discuss the compelling presence Mandla's father, Mr Nkosi, has on people. (3)
5. What does Mandla learn about the strike from his elders after supper that evening? (4)
6. There is a subtle power play between Mandla and his father. Provide two examples of how his father wants him to understand who is boss. (2)

## Chapter 7

- Lufuno has a nightmare about losing Dudu in a forest.
- Anthony Jantjies threatens Baba Mukwevho about going to work.
- Noki and Chantelle's parents are not going to work. They are on strike because they are fearful that they will be attacked if they go. Baba and Mma Mukwevho still going to work because they need the money.
- Mandla is in a bad mood. He gets into a fight with Vusi in class for he must sit detention.
- Sindi embarrasses Lufuno by making her fall off a broken chair, and by calling her a spy.

Answer the following questions in your classwork book:

1. The news often reports of riots and mob gatherings. With a partner, briefly discuss what causes the violence that often forms part of strikes. (2)
2. Mention at least three traumatic events that have recently befallen Lufuno. (3)
3. Dreams are often said to relate to our experiences and emotions. Refer to Lufuno's dream on page 41. What do you think the different elements of the dream mean? (3)
4. Lufuno is bombarded daily with veiled threats about the strike. Discuss the effect on her psyche. (2)
5. Mention three disturbing incidents related to the strike that are directed at those people who have refused to join the union. (3)
6. Discuss the extended metaphor on page 45 where Lufuno mentally compares Sindi to a snake. Discuss whether this comparison is accurate and justified. (3)
7. Explain the line: "Fuelling themselves with alcohol for 'smash and grab' opportunities later." (2)
8. Discuss how people do things they would never normally do when they feel anonymous in a boisterous crowd. (3)

## Chapter 8

- Mandla takes Lufuno to a dusty park, and they get to know each other.
- They talk about their families' expectations: Lufuno's family wants her to go to university, and then marry someone they approve of. They talk about Modjaji, the rain queen, and *Romeo and Juliet*.
- Mandla asks if he can keep the bead bracelet for good luck in a soccer match. Lufuno agrees, because she is attracted to him.
- They see a fire, but it isn't the bread factory – just the rubbish dump. Everyone is on edge because of the strike.
- Mandla walks Lufuno home, but it is already evening. Tshilidzi sees him kiss Lufuno on the cheek, and she tells Lufuno that she knows.
- Mma Mukwevho sees Mandla. She is enraged because she thinks Lufuno has disobeyed her and lied to her about having a boyfriend. She forbids Lufuno from seeing Mandla again.

Answer the following questions in your classwork books

1. Lufuno allows herself to be led away from the taxi by Mandla to an unknown destination, against her better judgment. What does this reveal about her feelings for him. (2)
2. Describe the location where Mandala takes Lufuno. Can this place be considered romantic? Describe their conversation and discuss whether it is the surroundings that really matter or the intensity of the emotions that the people feel. (3)
3. In this chapter Lufuno shows a streak of rebellion. Although she is generally a good and dutiful daughter, she makes mistakes. Discuss how this makes her a more credible character. (2)
4. Explain what Lufuno means when she teasingly says to Mandla: "Lobola in reverse" (2)
5. In this potentially awkward setting, what breaks the ice for the two teenagers to act more naturally with one another? (1)
6. Why do Lufuno's thoughts constantly return to the promise she made her parents to return straight home after school, especially on this particular day? (2)
7. Explain the reference to Shakespeare's *Romeo and Juliet*. What are the parallels between them and Lufuno and Mandla? (2)

## Chapter 9

- Chief Nkosi and Mandla have an argument about responsibility and education.
- Chief Nkosi makes Mandla take a day off school so he can accompany his father to a solar panel factory. Chief Nkosi is doing research to improve services for his villagers.

Answer the following questions in your classwork books

1. Explain how and why the narration style has changed. (2)
2. Explain what Mandla finds so captivating about Lufuno. (2)
3. Mandla usually wakes with a “jolt of anger” (page 55). What does this tell us about his state of mind recently, and why is different on this day? (2)
4. Describe the effect Mr Nkosi has on the family they are staying with in Cape Town. (2)
5. What does Mandla’s father think of the so-called “born-free” generation? Explain what is meant by this term and discuss his impatience with them. (2)
6. What is the rest of the family’s reaction to Mandla’s outburst when his father tells him he won’t be attending school that day? (2)
7. Mandla’s father reminds him not to forget where he comes from and what responsibilities await him. What internal conflict does Mandla experience in this regard? (2)

EXTENSION: DIARY ENTRY (complete in literature classwork book)

Imagine that you are Mandla. Write a diary entry that express your feelings about the day in which he was expected to attend to matters with his father and as a result not able to attend school.

Your diary entry should show an understanding of the character and the events happening in the novel. It must be written in first person.

Length: 80 to 100 words.

## Chapter 10

- The strikers stone an On the Rise truck and set it on fire.
- Anthony and Ricardo Jantjies have an argument about whether people should join the strike or not. Anthony thinks everyone should show solidarity and not work.
- Noki and Chantelle visit Lufuno at home. The girls send Tshilidzi to the spaza so they can talk privately.

Answer the following questions in your classwork books

1. Discuss the conflict between the two Jantjies brothers regarding the safety of the Mukwevho family? (2)
2. Lufuno's mother insists on typing out her messages in full, refusing to use abbreviations. What do you think is her motivation for this? (1)
3. What measures has the factory taken to ensure the safety of the workers not participating in the strike? (1)
4. Tshilidzi easily expresses her emotions, for example she cries when Lufuno collects from the principal's office. Lufuno and Tshilidzi are vastly different characters. Briefly discuss their differences. (4)
5. Mrs Jantjies and Chantel do not like each other. What is the reason for the unpleasantness between them? (2)
6. What brings a slight relief to the afternoon? (1)
7. Why does Lufuno send Tshilidzi to the shop even though she is too young to go alone and the situation in the township is volatile. (2)

Extension:

Rewrite the following textspeak (abbreviated language used in SMS etc.) into full, grammatically accurate sentences.

Hi, R U OK???

I'm gud WUD

Walk W my gf

k B saf

tnx wil fone u l8r.

gr8 hav :)

## Finder Keepers

### Themes part 1

Write a few notes about how these themes are developed in the novel chapters 1 - 5.

Love	Chapter 1	
	Chapter 2	
	Chapter 3	
	Chapter 4	
	Chapter 5	
The importance of family	Chapter 1	
	Chapter 2	
	Chapter 3	
	Chapter 4	
	Chapter 5	
Prejudice	Chapter 1	
	Chapter 2	
	Chapter 3	
	Chapter 4	
	Chapter 5	
Bullying	Chapter 1	
	Chapter 2	
	Chapter 3	
	Chapter 4	
	Chapter 5	



Finder Keepers

<b>Violence</b>	Chapter 1	
	Chapter 2	
	Chapter 3	
	Chapter 4	
	Chapter 5	
<b>Poverty and unemployment</b>	Chapter 1	
	Chapter 2	
	Chapter 3	
	Chapter 4	
	Chapter 5	

## Finder Keepers

### Themes part 2

Write a few notes about how these themes are developed in the novel chapters 6 - 10.

Love	Chapter 6	
	Chapter 7	
	Chapter 8	
	Chapter 9	
	Chapter 10	
The importance of family	Chapter 6	
	Chapter 7	
	Chapter 8	
	Chapter 9	
	Chapter 10	
Prejudice	Chapter 6	
	Chapter 7	
	Chapter 8	
	Chapter 9	
	Chapter 10	
Bullying	Chapter 6	
	Chapter 7	
	Chapter 8	
	Chapter 9	
	Chapter 10	

Finder Keepers

<b>Violence</b>	Chapter 6	
	Chapter 7	
	Chapter 8	
	Chapter 9	
	Chapter 10	
<b>Poverty and unemployment</b>	Chapter 6	
	Chapter 7	
	Chapter 8	
	Chapter 9	
	Chapter 10	