

South African Sign Language Grade 12

Scripted Lesson Plans

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DAY 1

POETRY

Lesson Plan 1: Rosebush

Lesson Plan 2: Alone

DAY 1: Lesson Plan 1

SASL Home Language: Grade: 12

TIME: 1 hour

Topic: Rosebush

The analysis below as well as the PowerPoint presentation should be used when teaching the lesson.

Introduction:

Learners watch the poem Rosebush.

Aim:

To reinforce the understanding of the poetic devices in relation to the poem.

Review the meanings of the ASL signs used in the poem.

Presentation:

Teacher to explain the poetic devices as on the analysis sheet and learners to identify and discuss the role and use of different poetic devices in the poem.

Use the PowerPoint as an example.

Poetic devices to be explained:

Theme, Mood, Style, Message, Overall Metaphor, Handshape Metaphor, Location Metaphor, Palm Orientation Metaphor, Symmetry, Personification, Cinematography, Blending.

Teacher to also discuss the following aspects in relation to the poem:

Question of the narrator:

If we disrupt/destroy the roots, they will disappear. Or if we cherish and protect the roots that connect us on a deeper level it will make us bloom. If we handle it with a don't care attitude and oppress, it there will be no more fragrance that blends in with the beauty of nature. What will be our choice?

The Role of repetition:

Repetition in a poem may exist to emphasise a certain point, convey the repetitive nature of an event within the poem or simply to create a visual beauty within the poem. In the poem the repetition of the plant growing indicates the plant's persistence and determination to never give up. The plant grows again and again. Even though it is cut and destroyed, it wants to live.

Conclusion:

Teacher to correct and guide learners in their understanding and interpretation of the poem and the poetic devices.

Poem Topic:	The Rosebush - Analysis	
Themes	Work, Plant, Growth, Destroy, Persistence (never give up)	
Mood	Start: Peace, beautiful, happy Middle: Angry, sad End: Persistence (never give up)	
Style	Narrative poem	
Overall Metaphor	<p>See: Rosebush is killed by man – adults have no respect / appreciation / love for nature. He chooses an environment that is plain and not as colourful as the blooms. He does not want it differently but the same as his environment.</p> <p>The children however are curious and very appreciative of the blooms at first, but in their eagerness to possess the blooms they inevitably destroy the rosebush.</p> <p>Possible interpretation:</p> <p>People are destroying nature; people focus too much on work and their environments are man-made and plain in comparison with nature.</p> <p>This can also be seen as the “Medical View” on deafness from a hearing perspective. Hearing people do not appreciate that Deaf people are special and different with unique contributions. They are judged by hearing people to be “not perfect”.</p> <p>The children could be seen as the next generation that initially approaches the Deaf community with appreciation but does not understand the interconnectedness of the Deaf community. Therefore the removal of the rosebush (Deaf issues) out of its natural habitat ends up destroying the plant.</p>	
Handshape Metaphor	Handshape: Open Connotation: Positive Link to poem: Growth	Handshape: Bent Connotation: Negative Link to poem: Plants die
Location Metaphor	Location: Up Connotation: Positive Link poem: Beauty Sign: STARS	Location: Down Connotation: Negative Link poem: Death / destruction Sign: (Bloom) DIE
Palm Orientation Metaphor	Direction: Away from the signer Connotation: Negative Link poem: Man hates plant Sign: PLANT-FIGHT-BACK MAN SHOCK	Direction: Up Connotation: Positive Link poem: Beautiful flower Sign: FLOWER
Repetition	Flowers/blooms Roots Colours Blooms die	
Symmetry / Broken Symmetry	Symmetry throughout the poem: Most signs are two handed and symmetrical. Connotation: Positive Link to poem: BLOOMS ROOTS GROW	Symmetry throughout the poem: Broken symmetry can be seen when the man tries to destroy the rosebush. Connotation: Negative Link to poem: PULLING OUT CUT

Personification	Pre-lingual personification: Plant has emotions but no language, e.g. Plant fights back because it is angry. The plant does not give up, keeps trying to grow.
Cinematography	Change in perspective can be seen as the angles of the camera changes. The pace of the signing is slowed when the plant fights back.
Blending / Morphing	5 handshape (in different forms) The handshape is used to blend / morph one sign into another sign in the beginning of the poem. STARS / EARTH / TREES / BLOOMS

DAY 1: Lesson Plan 2

SASL Home Language: Grade: 12

TIME: 1 hour

Topic: Alone

Introduction:

Learners watch the poem Alone.

Aim:

To test the understanding of the poetic devices in relation to the poem.

Review the meanings of the ASL signs used in the poem.

Presentation:

Teacher to explain the poetic devices and learners to identify and discuss the role and use of different poetic devices in the poem (*refer to analysis below*).

Poetic devices to be explained:

Hyperbole, Imagery, Symbolism, Personification, Synecdoche, Metonymy, Contrast, Repetition

Conclusion:

Teacher to correct and guide learners on their understanding and interpretation of the poem and the poetic devices.

A. TRANSLATION OF POEM:

The poet uses this ASL OF SHORT AND COMPACT SENTENCES:

TRANSLATION 1: Sign Language

Nothing, empty, dark.

Rain falls and wind blows.

It's cold.

I am alone.

Never with anyone.

Just me. Always.

My world is falling apart.

Everything is falling apart.

Emptiness.

I feel pain.

Sadness.

I cry and it rains.

My spirit wants to go.

Someone stops me.

Someone who loves me.

I feel my heart beating in my chest and all through me.

My world is full.

The sun shines.

It is warm and hits my face.

I feel love.

I am not alone.

TRANSLATION 2: English

This translation in English provides a bigger picture.

Everywhere I go, it is empty and dark.

All I see is rain, pelting rain, and harsh winds thrash against my face.

It is cold and I am alone.

In a place full of people, I'm alone.

I'm always alone.

My world is tearing at the seams.

It's falling apart.

My life is a mess, every part of it.

I feel nothing but pain.

All I ever feel is sadness and pain.

The rain continues to fall, and I cry along with it.

Inside my body, my spirit yearns to break free.

It is finished, and I am ready to leave this place behind.

My spirit struggles inside me, and begins to escape.

But wait!

Something stops me.

What is that? What could it be?

It's someone.

I feel that someone is beside me, near me, with me.

Someone who loves me.

My heart starts beating in my chest, pumping strong and steady within me.

Love runs through me.

It is an odd feeling, and one I had forgotten.

I open myself up to feel.

And I feel everything.

My world becomes fuller, and love colours in what were once blank spaces.

The rain quiets, and soon it ceases to fall.

The sun comes out and replaces the storm.

It is strong and warm and beautiful.

I feel it on my face, on my skin, and in my bones.

It warms me and I feel love.

I feel love.

I am not alone.

The poem is signed in a reflective style. This can be seen when the poet feels empty and feels that no one loves him. He is in despair and even considers giving up on life. His whole world falls apart because there is no love. This changes as love enters his world and his world is filled with warmth.

B. POETIC DEVICES IN THE POEM:

1. Figures of Speech:

1.1 Hyperbole:

When the poet signs the weather elements it is done in a way that is almost exaggerated. This is done to highlight the mood in the beginning of the poem. This creates imagery and links to his feelings or emotions.

1.2 Imagery:

Imagery is connected to the five senses. It is an image that appeals to any of the senses.

In the poem Alone the following signs RAIN, WIND, COLD, DARK and SUN are done in a way that gives added meaning. The poet emphasises those elements, and those senses link to how he is feeling.

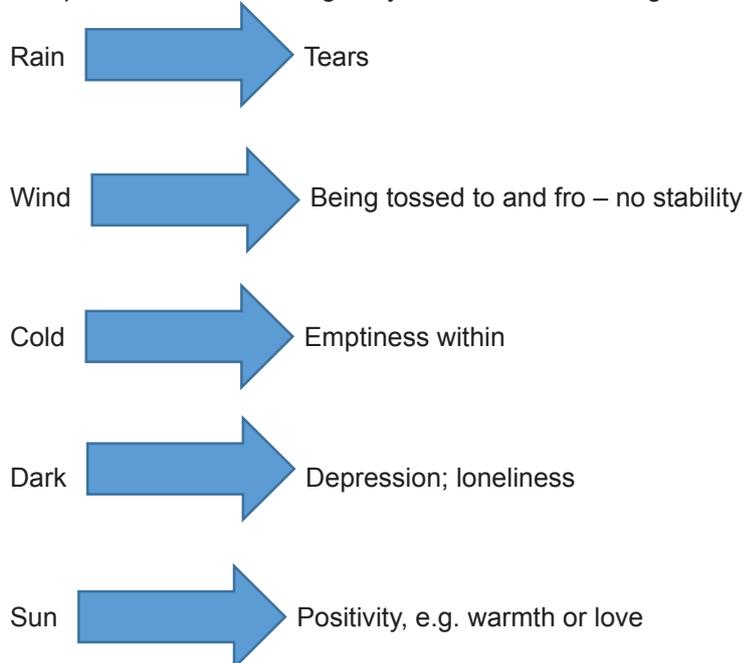
1.3 Symbolism:

Symbols are concrete images that represent abstract concepts.

The following signs can be seen as symbols in the poem: RAIN, WIND, COLD, DARK AND SUN.

They represent more than just weather elements.

The poet uses the following to symbolise different things:



1.4 Personification:

The 'I-Love-You' handshape is personified on a pre-lingual level. The pre-lingual level is when an object is personified but with no emotions or language.

In the poem "Love" (I-Love-You hand) approaches him. It directly affects the poet.

1.5 Synecdoche and Metonymy:

Synecdoche is a literary device that refers to a whole as one of its parts.

Metonymy is a type of metaphor in which an object is used to describe something that's closely related to it.

The 'I-Love-You' hand is a synecdoche as well as a metonymic sign.

Synecdoche: Used as a synecdoche it represents a whole person as the hand itself cannot bring about the response in a person.

Metonymy: Used as a metonymic sign the 'I-Love-You' represents not only love but all that goes with being loved like acceptance and being appreciated.

1.6. Contrast:

To contrast something is to look for **differences** among two or more elements.

In the beginning of the poem:

Feelings of sadness, loneliness, depression, coldness and emptiness.

At the end of the poem:

Feelings of happiness, warmth and full of love.

1.5 Repetition:

Repetition of the following handshapes:

D-hand, Five-hand and middle extended finger

DAY 2

SHORT STORY

Lesson Plan 1: Romeo and Juliet

Lesson Plan 2: The Children's Garden

DAY 2: Lesson Plan 1

SASL Home Language: Grade: 12

TIME: 1 hour

Topic: Romeo and Juliet

The analysis provided below as well as the PowerPoint presentation should be used when teaching the lesson.

Introduction:

Learners watch the story Romeo and Juliet.

Aim:

By the end of the lesson learners should better understand what the story is about and be able to discuss its deeper meanings through analysis.

Presentation:

- Let the children view the story Romeo and Juliet **twice** (on the PowerPoint).
- Explain any concepts or signs the learners do not understand.
- Analyse the plot with learners in order to understand the structure of the short story.
- Use the PowerPoint to guide the analyses of the story in order to explain and understand the deeper meaning of the story.

Conclusion:

Teacher to correct and guide learners on their understanding and interpretation of the story.

DAY 2: Lesson Plan 2

SASL Home Language: Grade: 12

TIME: 1 hour

Topic: The Children's Garden

The analysis provided below as well as the PowerPoint should be used when teaching the lesson.

Introduction:

Learners watch the story Children's Garden.

Aim:

By the end of the lesson learners should better understand what the story is about and be able to discuss specific story elements in preparation of answering the literary essay.

Review the meanings of the ASL signs used in the poem.

Presentation:

- Let the children view the story Children's Garden two or three times.
- Use the notes below to guide the teaching of story elements.

Story elements to be taught:

Conflict, Characterisation, Role of narrator, Setting, Symbolism / Metaphors

1. **Show the ASL signs in the PowerPoint that the learners do not understand.**
2. **Review the different story elements.**
3. **Essay Question (to be done in pairs)**
 - BROWN, DEAF CHILDREN ORALISM FORCE, YOU THINK WHY, DISCUSS
 - METAPHOR LOGOS, BROWN, BLOOMS MEAN WHAT, EXPLAIN

Conclusion:

Teacher to correct and guide learners on their answering of literary essays.

Analysis of The Children's Garden

(A short story adapted from an ASL poem By Ella Mae Lentz)

Please note:

The analysis of the story provided below is based on the personal experience of the author.

Literature lends itself to interpretation. "The understanding and interpretation of recorded and visual material are determined by the learners' knowledge of language structures, conventions and their own life experiences." (SASL HL CAPS, p 13).

Learners should be encouraged to **provide their own interpretation** provided that it is **grounded in the text**.

The following is **a possible interpretation** based on the personal experience of the author.

Background information:

The original poem was created by Ella in 1985 in honour of her alma mater, California School for the Deaf (CSD) (Berkeley/Fremont) 125th anniversary. It was slightly modified in 2016 to include the new tagline from the school: LEARN, EXPERIENCE, THRIVE! The signs/handshapes for these are in CSD's logo.

The poem starts off with a dominant biblical nominative allusive which assists in revealing the gist of the whole work (Cherkas, 2004). This gives insight to the poet's views on the topic. As can be seen by the poet's following words: "The poem was created during a period in my life I was freshly "born again" Christian, but with radical leanings. During that time (and I still do), I believe God/Jesus has always been on the side of Deaf people like he's been with other oppressed people: past, now, and future."

Time line:

- The Golden Age of Deaf Education (1818 – 1912)
- Milan Conference (1880)
- The Dark Ages (1880– 1960's)
- The Rise of Oral Education (1870s – 1900's)
- Resurgence (1960's through 1990's)
- Oralists' backlashes to the Deaf Resurgence: mainstreaming which became law mid-1970's
- Cochlear implants (1980's)
- Genetic engineering (1990's)

Summary:

In this poem, a garden is compared to the life hood of Deaf children through the ages in the light of a biblical text.

Plot:

After the biblical allusive the story starts off with a man named Logos that gifts humans with language and communication. He has been shunned and locked up in a tomb. Deaf children that feel alone and inferior are compared to colourful blooms (rising action). The man transplants them into a garden where they can learn, experience and thrive becoming part of a larger growing Deaf community. The people of the BROWN area do not like the colourful blooms and sent a tractor to destroy the garden (conflict). The man comes to halt the horrible destruction and gives love and support for Deaf children. They slowly recover. The people of the BROWN come under cover of darkness as a powerful army

marching into Deaf education along with their sickles, separating Deaf children from each other, and more so, from their Deaf roots (climax). The memory of the biblical allusive (falling action) converts the anger in reaction to the blooms' destruction into passion and action. This is represented by the wind, sun, and rain (resolution). This results in hopeful growth of the garden once again. The dawn sees the resurrection of the man and compares this with the garden's existence way into the future.

Conflict:

In this story we see external conflict: MAN vs Society.

The medical view vs the culture-linguistic view on Deaf people.

The contrast in views can be seen in the destruction that the BROWN area brings to the garden because of society's notion of how Deaf children should be educated (oralism) versus the re-planting of the flowers in the garden by the man because not all men feel the same way.

Climax:

The climax of the story is when the Deaf children are being destroyed by a tractor and later removed from the garden by the sickles, cut off from their roots.

Resolution:

The resolution of the problem is the fact that the people convert their anger in reaction to destruction into passion and action with the wind, sun and rain, nurturing and supporting the passion/action to help the children's garden continue to grow / live / thrive.

Characterisation:

The man 'LOGOS'

"logos" in Greek means language/communication...among each other, AND between God and earth, etc. Jesus experienced marginalisation, oppression, being killed despite being totally innocent. This character could be a metaphor for a/the founder of Deaf schools. Behind this precious action of founding a Deaf school and gathering the kids (in a critical mass for profound cultural and language socialisation/ education) is epitome of "goodness" (Jesus). He wants to provide Deaf kids with a safe place to learn, experience and thrive. He halts the destruction and nurtures the blooms back to health.

The Deaf children/Blooms

These children are alone, consider themselves as less. However, these children are special like flowers, each have their own colours. Unique in their own way. The children are carefully/gently 'transplanted' into a safe, caring and language rich environment (the Deaf school). Here they meet other Deaf children who are also learning to sign, experiencing the magic of Sign Language and becoming part of a larger Deaf community.

People of the BROWN area

BROWN is a metaphor for dried up grass and weeds. It refers to the "boring, dry, monotone" hearing world out there, but one that oralists (the operators of the tractor) thinks is better, and disdains the beautiful diverse and colourful Deaf world/ school/language of Deaf people because they know nothing about Deaf culture. They use the blades from the tractor to harvest / cut off plants to destroy the garden. The BROWN people also use sickles that separate the plants from the roots.

Role of narrator:

The story is told from an omniscient (all-knowing; all-seeing) point of view using the third person. She is free to peer inside the minds and hearts of her characters at will and tells us what they are thinking or feeling. This gives the viewer greater insight into the thoughts, feelings, actions and motivation of characters in a straightforward way. This leads to greater understanding of the message.

Message:

The story's message is essential to the idea of the little ones as Deaf kids and the oralists (those who had monopoly of Deaf education since 1850's) as those that cause Deaf children to stumble in their faith/creativity/education.

Setting:

The timeline spans 125 years (of the Deaf schools' existence) as well as 2 000 years when considering the biblical aspect. It plays off mainly in the children's garden. It starts off with the man that is confined in a tomb. The concept of the BROWN area is introduced but not described. The idea of mainstreaming children happens outside the space of the garden.

Symbolism / Metaphors:

The man 'LOGOS' – who's experience of oppression parallels with oppressed groups, including Deaf people.

The garden - the title "Children's Garden" which is the literal translation of another English word "Kindergarten" (German roots). A safe place, ideal for learning, experiencing and thriving for Deaf kids (culture-linguistic view on Deaf people).

BROWN - (such as dried up grass, weeds). Yes, it refers to the "boring, dry, monotone" hearing world out there.

Tractor - the playful/mocking sign for ORALISM.

Sickle - separates the plants from the roots. Deaf school provides Deaf children with the roots of history, culture and language of Deaf people.

Ripping plants out of the garden – the poet compares mainstreaming to a destructive, powerful army marching into Deaf education with their sickles...under cover of darkness. Mainstreaming is deeply destructive to residential Deaf schools...sleazy, tricking, separating Deaf children from each other, and more so, from their Deaf roots.

Rain/Sun/Wind - nurturing and supporting the passion/action of the Deaf Bi-Bi education movement, proliferation of ASL and Deaf culture classes/studies, etc.

Dawn – metaphor of a new day. The hope of Jesus' resurrection, hope in knowing Jesus' siding with the oppressed and Deaf people, so we all shall hope that the gifts of Deaf school (critical mass, 24/7 use of Sign Language, excellence in education, Deaf role models, building of strong roots, confidence, identity) will continue way into the future.

Blending - morphing of two signs: the playful/mocking sign for ORALISM that exaggerates the mouth movements with one forearm above other repeating.

Imagery - the blades from the tractor used in harvesting/cutting off plants.

Themes:

History of Deaf Education

Struggle

Oralism

Resilience of the Deaf community

How the story is visually organised:

Story uses placement to set up the intentions of the different characters.

Negativity comes from the right side and positivity comes from the left side.

Left side of the signer:

Man, Logos, has been buried on the left, he comes to help the Deaf (from the left side) when they are destroyed.

Right side of the signer:

The people who lock the man away come from the right side. The tractor and the people with sickles from the BROWN area come from the right side of the signer.

Sources:

E. M. Lentz (personal communications, September 2, 2017)

Cherkas, N.V. (Черкас Н.В.) (2004). *Linguostylistic Means of Conveying Biblical Motifs in the Postwar American Novel*. A thesis for the Scholarly Degree of Candidate of Linguistics. L'viv: Ivan Franko National University of L'viv. (in Ukrainian).

DAY 3

RECORDING

Lesson Plan 1: Essays

Lesson Plan 2: Transaction Texts

DAY 3: Lesson Plan 1

SASL Home Language: Grade: 12

TIME: 1 hour

Topic: Essays

A signed example of a discursive essay is provided.

Introduction:

Ask learners what they think the most important elements of a good essay is.

How do we develop ideas in an essay?

Aim:

To guide learners on how to develop their signing/recording by using a graphic organiser.

Improve their understanding of different essay formats.

Presentation:

Refer to the notes below on how to teach the different essays.

1. Use the different graphic organiser to explain how to develop and create points/arguments and how to structure the different essay types.
2. Focus on creating cohesiveness in the recording (discourse).

Register, style and genre (CAPS, p 36)

- Register variations: formal (e.g. lecture) versus informal (e.g. story) signing
 - Cohesion (sign posting or referring words; role of repetition; discourse markers/ transition signs) and coherence (establishing and maintaining topics)
 - Roleshift (constructed action) – links to cohesion and coherence
 - Chunking (paragraphing): ways of dividing up signed text
 - Rhetorical statements, questions and commands
3. Learners should record their own essays of one of the following topics:
- Argumentative – Education should be free for everyone
 - Discursive – Should English be the only official language of South Africa?

Conclusion:

Teacher to correct and guide learners on writing their own essays.

Narrative Essay

Story Map for Planning

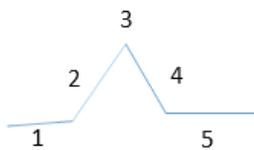
Characters:

Setting:

Point of view:

Theme:

Plot:



1. Exposition / Beginning:
2. Rising action:
3. Climax:
4. Falling action:
5. Conclusion / Ending:

Conflict:

Solution:



Personal Narrative Outline

Introduction:

Attention grabber – dialogue / question / statement

Body:

Beginning of the event

Middle of the event

End of the event

Supporting detail

- 1.
- 2.
- 3.

Supporting detail

- 1.
- 2.
- 3.

Supporting detail

- 1.
- 2.
- 3.

Conclusion:

Personal comment on the event

How to teach the Narrative Essay

A narrative essay tells a story or tells of a past event. It can be written from any perspective. It is largely the presentation of a series of events in some meaningful order (CAPS, p 29).

The following are possible features of a narrative essay:

- depict a story/a past event/fiction;
- use a story line that is convincing;
- establish a time frame (i.e. past, present, future) and mark time changes when needed;
- use a captivating introductory paragraph;
- ensure that the ending is either satisfying, or ambiguous, even confusing, but never predictable;
- use roleshift appropriately; and
- use descriptive elements where necessary, but good stories are very compact and authors remove every sign that does not have a purpose.

Examples of topics:

- We were having a wonderful time. There was good food, good music and good company. Suddenly there was an earth-shaking crash. Write about the incident.
- The best story my grandfather told me.
- The year 2050
- A day in the life of a multi-millionaire.
- Most exciting/embarrassing day of my life.
- I will always remember...

Consider the following when signing a narrative essay:

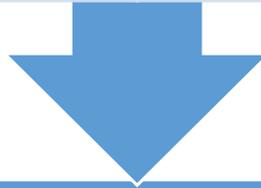
- The story must have a strong story line and be convincing even if it is fiction.
- A narrative essay is usually written in the past tense.
- The introductory paragraph should capture the viewer's attention.
- A good story often has a point to make.
- An unusually interesting ending gives a story the final touch.
- The viewer's interest must be maintained until the end. The style, rhetorical devices and action must ensure sustained interest.
- A successful narrative vividly highlights sensory details such as sight, taste, smell and tactile sensations.
- A narrative essay often has a strong descriptive element.

Descriptive Essay

Introduction

What am I describing?

Organise text
Placement / Time / Importance
Attention getter / Hook



Body

Sensory detail

Use specific examples
Figures of speech
Vivid language



Conclusion

What do you want viewers to think?

Restate your feeling about the topic
Closing statement

Teaching the Descriptive Essay

In a descriptive essay, the writer describes something to allow the reader to experience the topic being described as vividly as possible. Someone or something can be described.

Description is both practical and ornamental. Both require clean, simple language. Draw learners away from signing that is overly descriptive. Study descriptive passages from good presenters: many use hardly any adjectives to create descriptions that work exceptionally well. Have learners imitate such passages by continuing the description from where you have cut the passage. The practical description is less interesting, but socially more important: describing simple things accurately, for example, a stapler, a cell phone. Or describing people from pictures or photographs provided. Description is used often more to create atmosphere and mood than picture: films do this visually, presenters do this with signs, where the choice of signs is more determined by their connotations than by the accuracy of their denotative use (CAPS, p 29).

Examples of topics:

- The dentist's waiting room. Describe your feelings and impressions.
- Describe a stormy night.
- Describe a thunderstorm from a Deaf perspective.
- Describe a secret garden with the most beautiful flowers but they are all poisonous.

Consider the following when signing a descriptive essay:

- Describe someone / something to allow viewer to experience the topic vividly.
- Create a picture in signs.
- Choose signs and expressions carefully to achieve the desired effect.
- Use images of sight, taste, smell and touch to make the description vivid.
- Use figures of speech.
- Learners should ideally have experience of the topic. It is very difficult to describe something without having first-hand knowledge.

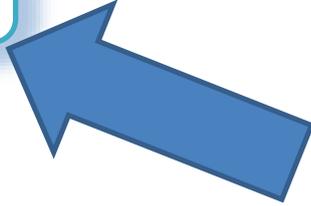
Argumentative Essay

Introduction:

Argue what? Important Why?

Believe
1

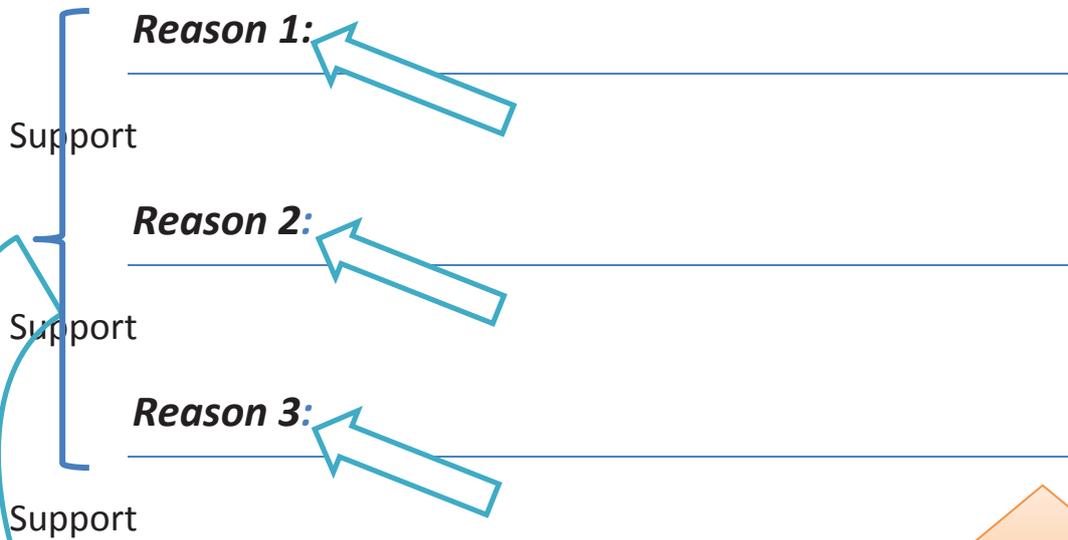
(short explain)



Believe
2

I BELIEVE

Body:



Conclusion:

Summary
I BELIEVE

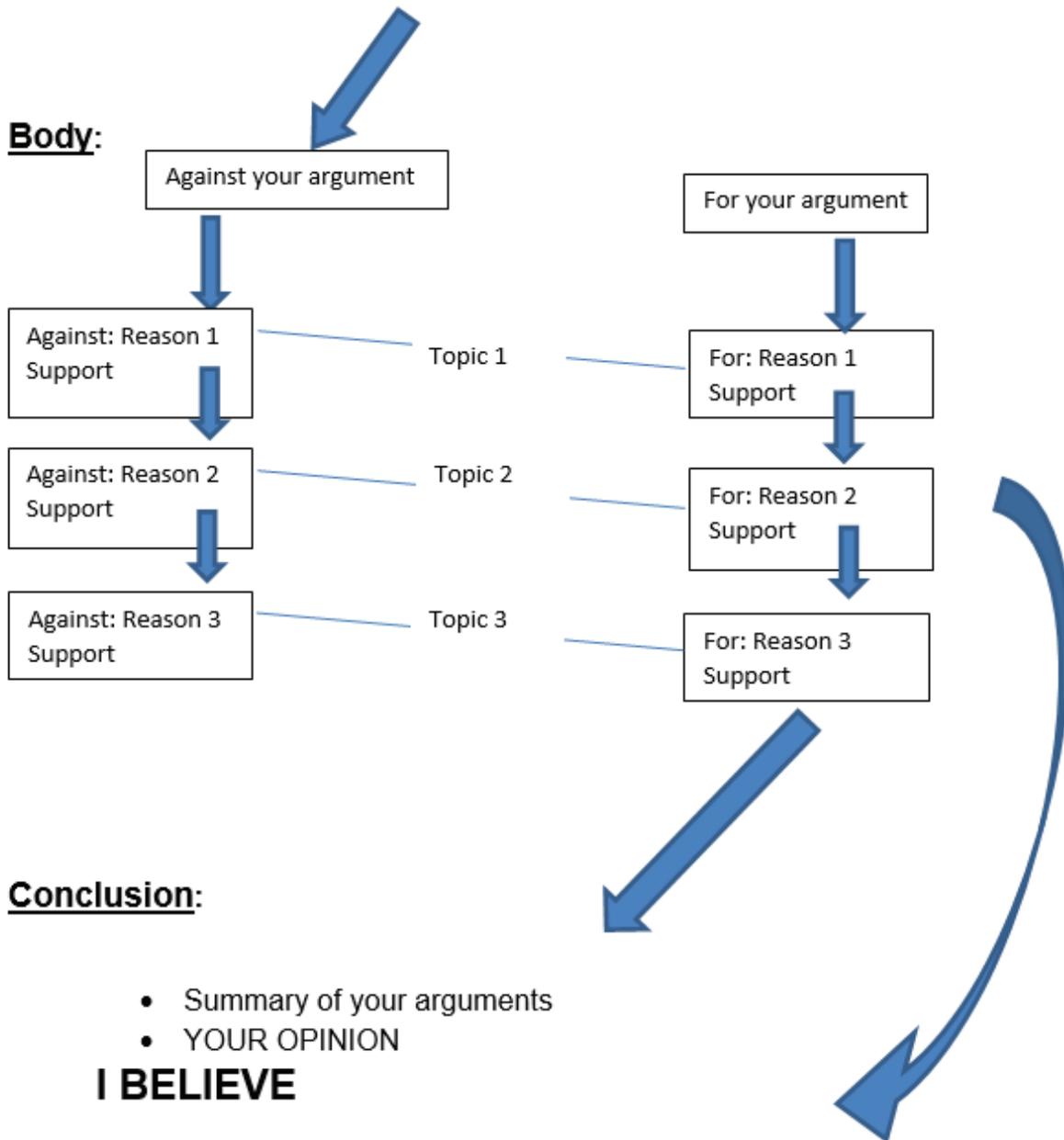

Other people believe
WHY?

Introduction:

Background and aim

Explain / definition

Body:



Teaching the Argumentative Essay

Argumentative essays tend to be subjectively argued; the defence or attack is consistent and as well-argued as possible, but it will inevitably be one-sided; the conclusion clearly states where the presenter stands and why (CAPS, p 30).

In an argumentative essay, the writer has a specific opinion or viewpoint and argues to defend or motivate his or her position. The opinion of the writer should be clear throughout. This is a subjective essay in which the writer tries to convince the reader to share his or her point of view.

Examples of topics:

- Television kills creativity. Do you agree?
- Are we too dependent on computers?
- Should cigarette smoking be banned?
- Is child behaviour better or worse than it was years before?
- Are Bafana-Bafana players being paid too much?
- Should English be the only official language of South Africa?

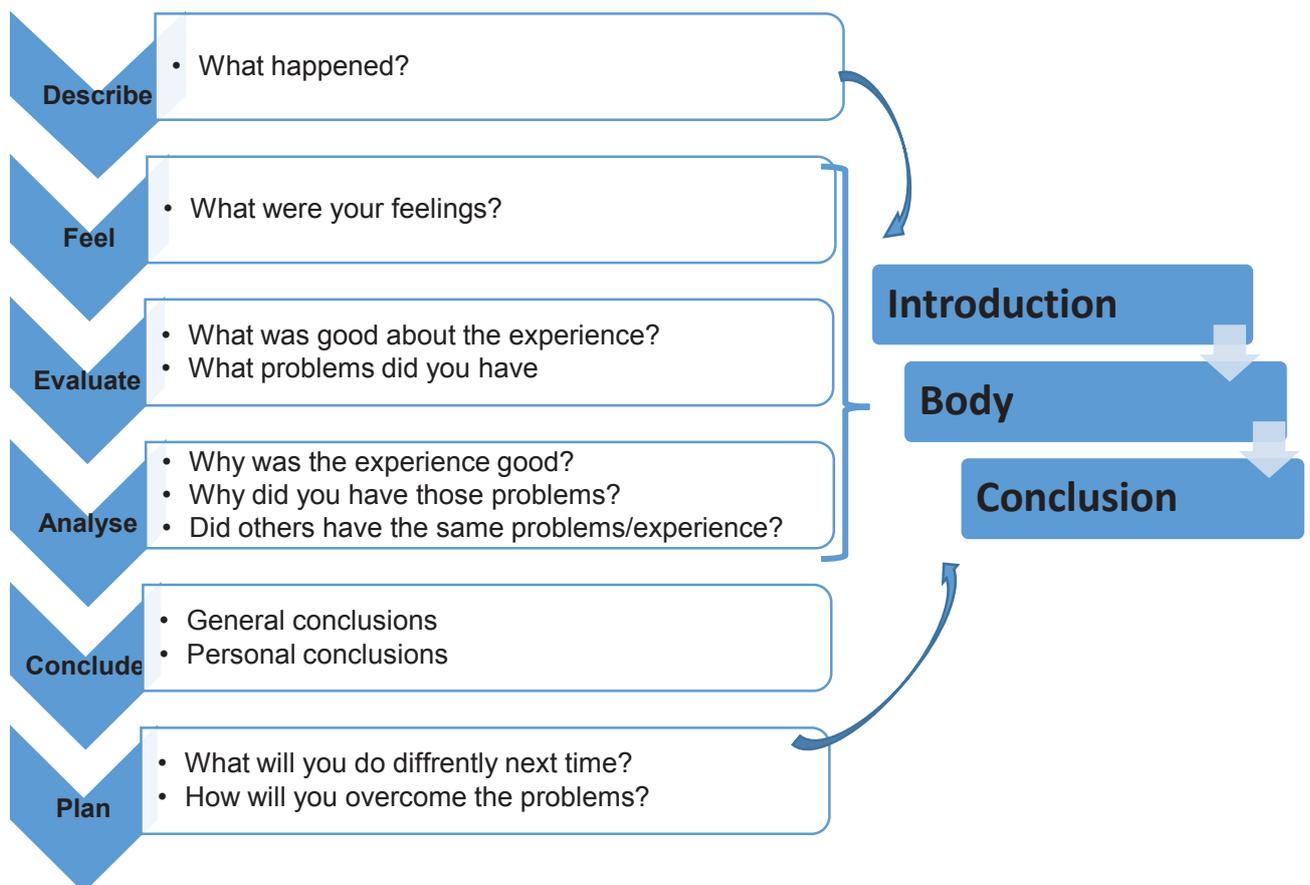
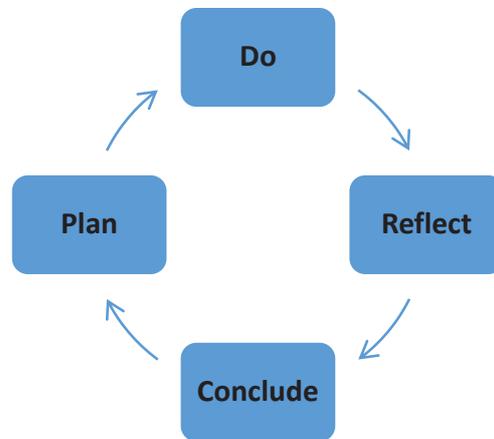
Consider the following when signing an argumentative essay:

- The essay should start with the signer's view of the topic in an original and striking way.
- The signer should give a range of arguments to support and substantiate his or her view.
- The signer focuses on points for OR against a statement.
- An argumentative essay can be subjective and strong opinions are expressed. A variety of rhetorical devices and persuasive techniques should be used.
- The language used is emotive and can be emotional but should not be rude.
- The conclusion should be a strong, clear and convincing statement of the writer's opinion.

Reflective Essay

Gibbs reflective cycle

Gibbs reflective cycle



Teaching the Reflective Essay

In a reflective essay the writer contemplates an idea and gives his or her emotional reactions and feelings. The writer could, for example, reflect on dreams or aspirations.

Reflective essays present the presenter's views, ideas, thoughts, and feelings on a particular topic, usually something they feel strongly about. It tends to be personal rather than subjective; it needs a careful structure, but does not have to present a clear conclusion. Nor does it have to present a balanced discussion, although it might. It can be witty or serious (CAPS, p 30).

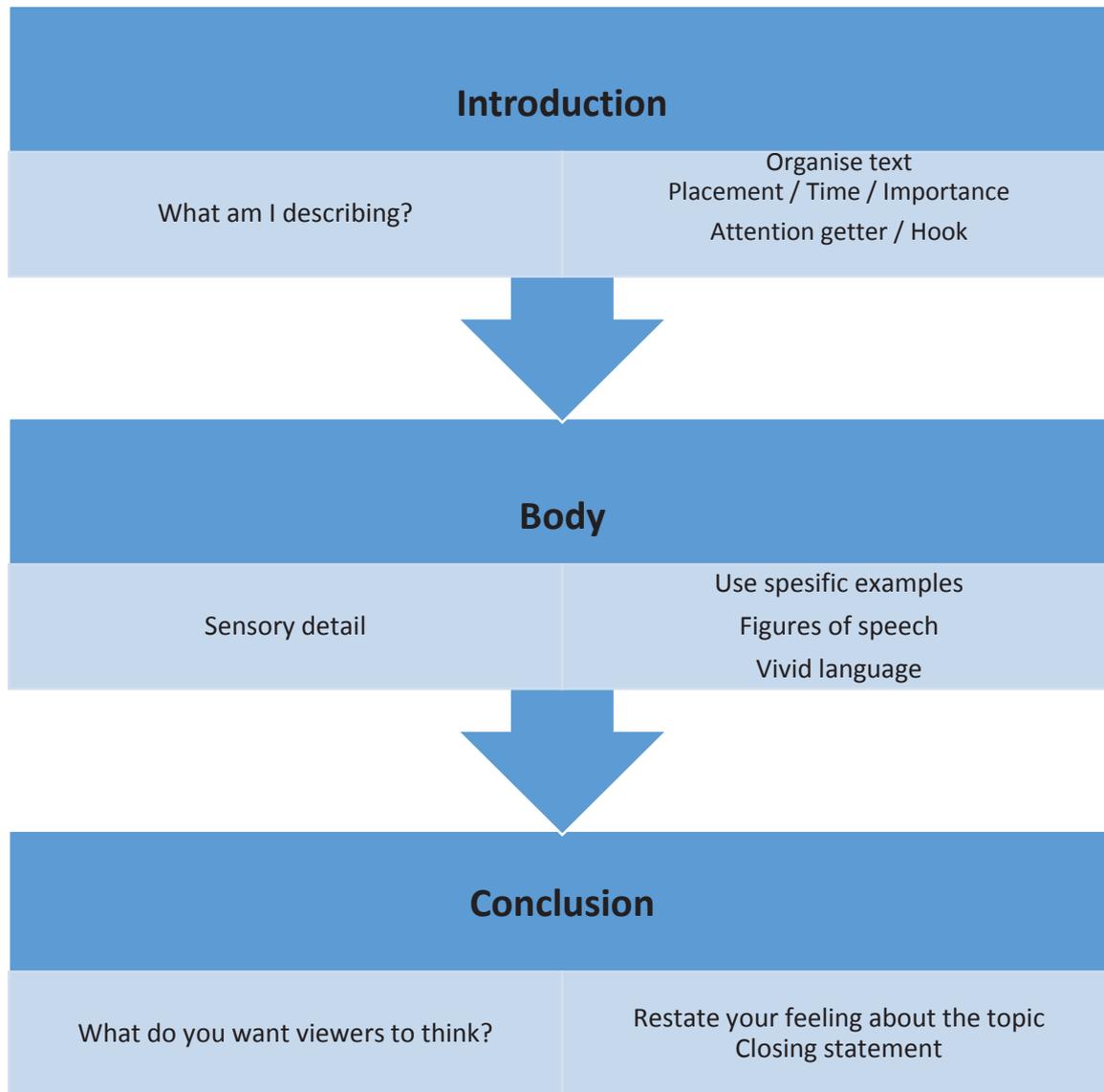
Examples of topics:

- This is how I remember the best teacher I ever had.
- Give your views on life and how it should be lived.
- Sign an essay explaining how your role model has influenced who you are today.
- Sign an essay sharing your most important advice with your younger sibling or friend.
- Describe a time where you have failed at something and reflect on what you have learned from this experience.

Consider the following when signing a reflective essay:

- A reflective essay is subjective.
- Feelings and emotions play a major role.
- A substantial part of the essay may be descriptive. These descriptions should be vivid and aim to recreate recollections or feelings of the writer in the reader.
- The ideas, thoughts or feelings expressed should reveal sincerity and personal involvement.

Descriptive Essay



Teaching the Descriptive Essay

In a descriptive essay, the writer describes something to allow the reader to experience the topic being described as vividly as possible. Someone or something can be described.

Description is both practical and ornamental. Both require clean, simple language. Draw learners away from signing that is overly descriptive. Study descriptive passages from good presenters: many use hardly any adjectives to create descriptions that work exceptionally well. Have learners imitate such passages by continuing the description from where you have cut the passage. The practical description is less interesting, but socially more important: describing simple things accurately, for example, a stapler, a cell phone. Or describing people from pictures or photographs provided. Description is used often more to create atmosphere and mood than picture: films do this visually, presenters do this with signs, where the choice of signs is more determined by their connotations than by the accuracy of their denotative use (CAPS, p 29).

Examples of topics:

- The dentist's waiting room. Describe your feelings and impressions.
- Describe a stormy night.
- Describe a thunderstorm from a Deaf perspective.
- Describe a secret garden with the most beautiful flowers but they are all poisonous.

Consider the following when signing a descriptive essay:

- Describe someone / something to allow viewer to experience the topic vividly.
- Create a picture in signs.
- Choose signs and expressions carefully to achieve the desired effect.
- Use images of sight, taste, smell and touch to make the description vivid.
- Use figures of speech.
- Learners should ideally have experience of the topic. It is very difficult to describe something without having first-hand knowledge.

DAY 3: Lesson Plan 2

SASL Home Language: Grade: 12

TIME: 1 hour

Topic: Transactional Texts

Signed examples of a complaint and a review are provided.

Ask learners what the purpose of transactional texts are.

Who is the target audience – who will watch the message.

Aim:

To guide learners on how to create a transactional text for a specific purpose.

How to directly present a text to the intended audience.

Presentation:

Refer to the notes and PowerPoint below on how to teach the transactional text.

1. Use the notes to explain how to review the different transactional texts.
2. Watch the PowerPoint on the complaint.
3. Review the “rules” when presenting a text like a complaint. Emphasise that the texts must not contain a story but must be presented directly to the viewer.
4. Learners should record their own transactional text of one of the following topics:
 - Complaint – You recently bought a new pair of shoes. The stitching is already coming lose after only a week.

(Bata shoes in the local Mall, 26 May, R230.00, Sales person: Mohamed Dwebe).
 - Report – Your school recently competed in the National Deaf Spelling Bee.

Conclusion:

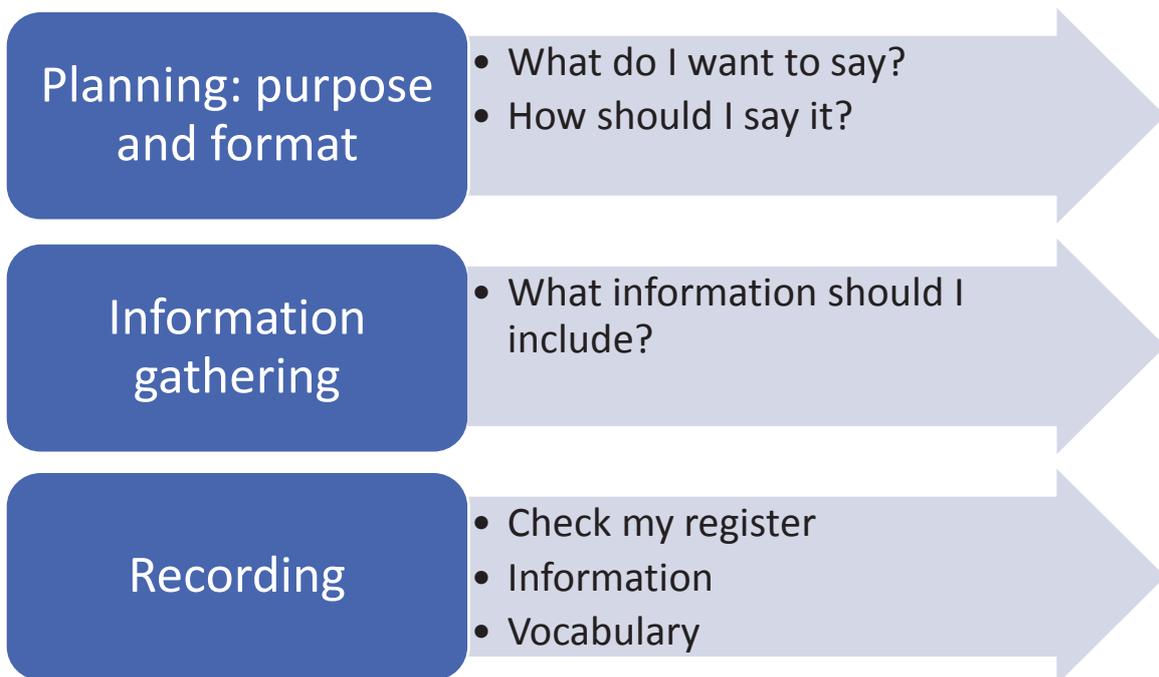
Teacher to correct and guide learners on writing their own transactional texts.

Planning/ Pre-recording (CAPS, p27.)

- Decide on the purpose and audience of a signed text to be presented and/or designed.
- Determine the requirements of format, style, point of view.
- Brainstorm ideas using e.g. mind maps, spider diagrams, flow charts or lists using sign language notation, glossing or any written language.
- Consult relevant sources, select relevant information.

Drafting (recording)

- Use main and supporting ideas effectively from the planning process.
- Produce a first draft which takes into account purpose, audience, topic and genre.
- View draft critically and get feedback from others (classmates).
- Determine sign choice by using appropriate, descriptive and evocative signs, phrases and expressions to make the signing clear.
- Establish an identifiable voice and style by adapting language and signing mode to suit the audience and purpose for presenting.
- Show own point of view by explaining values, beliefs and experiences.
- Include specific details of the required signed text (use of quotations (roleshift), substantiating and motivating the argument).



Teaching the Transactional Text

Transactional writing texts are either a response or an initiation of a response. As implies, these are “transactional texts” – a friendly letter of appreciation will possibly yield a response, as much as a speech will get the audience won over or yelling in disagreement.

Different types of transactional texts: (refer to CAPS pages 30 and 31)

1. **“Speeches” / Presentation** (formal and informal):

- Adapt the style to be used e.g. serious, humorous, etc.: When?, Where?, Why? (purpose), Who? (audience), and What? (content).
- Capture attention of the audience with an introduction. A strong (clever) opener will attract attention.
- Develop points well and avoid clichés.
- Use short sentences with simple ideas, using familiar examples.
- Balance criticisms with reasonable alternatives.
- The conclusion is important, and is not just a summary of what has been presented. Leave the audience with a thought (or two).

Examples of topics:

- Formal:
 - High school graduation speech
 - Informative speech on a specific topic – bullying / research
 - Demonstrative speech – explaining how something works
- Informal:
 - Birthday party
 - For your class

2. **Dialogue:**

A dialogue is a conversation between two or more people. It is a record of the exchanges as they occur, directly from the signer’s point of view.

- Outline a scenario before signing.
- Introduce and place the characters.
- Use roleshift appropriately.
- Reflect a conversation between two or more people.
- Present exchanges as they occur directly from the signer’s point of view.

Examples of topics:

- You and John have not completed a task given to you by your teacher. You are contemplating bunking the class.
- Your friend has a specific problem and asks you to advise him/her.

3. **Interview:**

An interview is, in many ways, similar to a dialogue. The major difference is that the one signer probes the other by asking questions. The result is more often than not what the interviewer wanted to portray of the interviewee, i.e. their strong points, talents, weak points, etc.

- Introduce the interviewee and interviewer.
- Probe the interviewee by asking questions.
- Portray the interviewee's strong points, talents, weak points.

Examples of topics:

- Interview the new teacher at your school.
- One of the school's learners has achieved something.
- Something exciting is happening at your school.

4. **Report (formal and informal):**

Reports are formal documents and work best when what is examined is real and important to the learners. Give exact feedback of a situation, e.g. accident, any findings.

- Plan: collect and organise information; sign facts.
- Give a title, introduction (background, purpose and scope), body (Who? Why? Where? When? What? How?), conclusions, recommendations, references, appendices.
- Use semiformal to formal language register and style.
- Use:
 - Present tense (except historical reports)
 - The third person (roleshifting as required)
 - Factual description
 - Technical words and phrases
 - Formal, impersonal language

Examples of topics:

- Formal:
 - Research topic
 - Accident

- Informal:
 - Feedback on a discussion
 - Feedback on a situation

5. **Review:**

Reviews seldom follow a set pattern. These do not have to cover any specific aspects of the signed text, film or DVD. Generally, reviewers establish what it is they are reviewing and who is involved. Good reviews attempt to be fair but honest. Humour is not uncommon in reviews. The observer of the review does not have to agree with the reviewer.

- A review reflects an individual's response to a work of art, film, signed text or occasion.
- The reviewer projects his/her 'judgement' on the work presented.
- Reviews are subjective: two reviewers may respond differently to what is being reviewed.
- Give relevant facts, for example, the name of the author/producer/artist, the title of the signed text/work, the name of the publisher/production company, as well as the price (where applicable).

The following should briefly be discussed in the review:

- The genre
- The setting
- Characterisation
- Style of writing
- The atmosphere
- The plot – only the outline of the story (never the ending)
- Conclusion and suitability
- Your judgement and rating.

Examples of topics:

- Movie they have seen
- School play they have watched
- Application (App) they have used
- Book they have read

6. Social media messages:

These are the signed equivalent of written letters.

(request; application; qualifications (CV); complaint; thanks; announcements – birth, marriage, deaths; congratulations; sympathy)

Formal messages, e.g. a request or complaint.

- It should be:
 - clear and straightforward – the recipient must not be left wondering at what you are trying to communicate;
 - concise and to the point; and
 - logical.
- The language register must be formal.
- Issues to avoid:
 - slang and colloquial language;
 - unsubstantiated accusations, threats that cannot be carried out, emotional language, clichés, etc.

Informal messages are mainly signed to express emotion, e.g. congratulate, sympathise, advise, etc. the recipient. Due to the nature of the relationship between the signer and the recipient, the language register and style, among others, differ from those of the formal letter.

- The language register is mainly informal, but could be semiformal to formal, depending on who the recipient is. For example, the signer will use different register when signing to parents compared to that when signing to a friend.
- Issues to avoid:

While the language register is more relaxed than in the formal messages, the following still have to be avoided:

- slang and colloquial language; and
- foul language.

Invitations:

An invitation is a short text that conveys a message. The content and nature of the invitation determines the choice of language used. For example, the language used in a wedding invitation will be different from that used in an invitation to a formal occasion.

When signing an invitation, the following aspects must be addressed:

- the date, venue and time at which the occasion will start; and
- the subject of the invitation must be clearly communicated, e.g. wedding, graduation, birthday, etc.

Examples of topics:

Complaint:

Recently you bought a TV plasma at Game Stores which is faulty. Sign a message to the manager to complain about this.

Congratulation:

Sign a message to your friend to congratulate him/her on his/her graduation.

7. **News item:**

The news item must not be long-winded and should not include unnecessary detail. The following approach is recommended:

- Summarise accurately, without slanting the truth.
- Start with the most important facts: the who, what, how, when, where, why and to what degree.

Examples of topics:

A wedding:

Discuss the church, flowers, music, dress of the bride and groom, mention who they are, their entourage, the service, minister, reception, food, speeches and names of the guests.

A sport function:

The event, teams, coaches, supporters, play, results. Include your impressions and some ideas for improvement.

An accident:

Give the facts:

The nature of the accident, who was involved, what happened, how it happened, injuries, role of the ambulance and police service, etc. Add some comment about the number of accidents and why (in your view).

8. **Magazine item:**

The style should be personal, addressing the observer (reader) directly. It can be descriptive and figurative, appealing to the imagination of the “reader”. Names, places, times, positions and any other necessary details should be included. It should stimulate the interest of the “reader”.

Examples of topics:

- DTV insert
- Zwakala

DAY 4

Lesson Plan 1: COMPREHENSION

Lesson Plan 2: SUMMARY

DAY 4: Lesson Plan 1

SASL Home Language: Grade: 12

TIME: 1 hour

Topic: Comprehension

The PowerPoint presentation should be used when teaching the lesson.

Introduction:

Learners watch the comprehension "Soweto Jewellery".

Aim:

By the end of the lesson learners will understand how to approach the comprehension and how to answer different types of questions.

Presentation:

Use the PowerPoint to present the lesson.

1. Watch the explanations on the PowerPoint on how to approach the text and the questions.
2. Discuss the action verbs, e.g. explain, compare and why.
3. Do the comprehension activity in the PowerPoint.
4. Use the memo included to guide the learners in what was expected from the questions.

Conclusion:

Teacher to correct and guide learners on the comprehension activity.

Comprehension:

SOWETO JEWELLERY

- 1 A self-starter opens Soweto's first jewellery manufacturing and retail outlet and links up with the international market.
- 2 Nqobile Nkosi has the entrepreneur's knack for making a plan. As unemployed and unskilled Soweto youth he applied and was selected to attend a two year jewellery manufacturing course at the Soweto Jewellery School an initiate of Imfundiso Skills Development. Determined to make something of his life it's an opportunity he grasped with both hands graduating in 2007 with a National Certificate in jewellery manufacturing.
- 3 With dreams of starting his own business he tried unsuccessfully to source government funding. "It was disheartening but I refused to give up. I knew that I l'd simply have to come up with the money another way " he says. He explained how he sold cakes and biscuits until he'd raised the R20 000 needed to purchase his first piece of equipment. NQ Jewellery was registered that same year and exhibited its first designs at the Soweto Festival and Jewellery International where it received rave reviews.
- 4 Persistence and self-sufficiency of the kind exhibited by Nkosi makes other people sit up and take notice. While attending a training programme on jewellery manufacturing he sat next to and struck up a conversation with award-winning UK jewellery designer Paul Spurgeon. "I was so impressed with Nqobile's drive and his desire to go out there and get it for himself instead of waiting for it to come to him that I made a decision there and then to offer him all the support I could " says Spurgeon who has mentored Nkosi. He provided him with training and ongoing support while some of his UK contacts have donated cash and equipment.
- 5 Others have also recognised Nkosi's success. He was a 2008 finalist in the Gauteng Business Leader Awards where he received a Standard Bank Business Advisor and free training from the Business Place for a year. In 2009 he won the Jet Community Award Vuka Uzenzele. He recently realised his long-term goal of opening Soweto's first jewellery manufacturing and retail shop in the famous Vilakazi street near Nelson Mandela's former home adding locals and tourists to his existing market of jewellery retailers.
- 6 The business currently employs four full-time staff members but Nkosi is passionate about job creation and wants to see that number grow significantly. To this end he is working closely with Spurgeon to establish a training centre near Pretoria for aspirant youth jewellery manufacturers who will receive on-the-job training. The project involves the launch of the collection targeting the European market.
- 7 As South African mining houses focus increasingly on the issue of beneficiation it's a promising time to be in jewellery manufacturing and Nkosi plans to capitalise on every opportunity that comes his way. In February 2012 he will showcase his collection at Spring Fair International in Birmingham the UK biggest retail trade show. Existing things lie ahead.

(Source: written by Juliet Pitman Entrepreneur magazine- 9 December 2011)

QUESTIONS:

- 1.1 Who opened the first jewellery manufacturing and retail outlet and where did it happen? (L1) (2)
- 1.2 How did the unemployed and unskilled Soweto youth achieve a National Certificate in jewellery manufacturing? (L3) (2)
- 1.3 Explain in your own words how Nqobile raised funds on his own. (L2) (2)
- 1.4 Outline the aspects of Nqobile's personality that makes other people sit up and take notice of him. (L2) (3)

- 1.5 What do you think made Paul Surgeon decide to help Nqobile?
Explain. (L4) (2)
- 1.6 What was Nqobile's plan to reduce unemployment in the country?
Give TWO points. (L2) (2)
- 1.7 Examine how Nqobile's character played a role in his success. (L3) (2)
- 1.8 What do you think is the intention of the author? Explain your answer. (L4) (2)
- 1.9 True or False. Did Nqobile borrow money from the bank? Give reasons for your answer. (L2) (2)
- 1.10 Watch the clip provided and explain the Connotation there-of. (L3) (2)



TEXT B

- 1.11 Comment on the environment seen in the image. (L3) (2)
- 1.12 What caused the citizens to sell their items on the streets? (L1/2) (1)
- 1.13 Compare Text A with Text B and explain the contrast between Nqobile and the citizen's situations. (L3) (3)
- 1.14 Do you empathise with the people in the picture? Justify your response. (L4/5) (3)

MEMO:

- 1.1 Nqobile Nkosi ✓in Vilakazi street.✓ (2)
- 1.2 He applied and was selected to attend a two year manufacturing course✓ at Soweto Jewellery School.✓ (2)
- 1.3 He sold cakes and biscuits ✓after he was unsuccessful in obtaining government funding.✓ (2)
- 1.4 He is persistent, ✓self-sufficient ✓and not afraid of what he is doing.✓ (3)
- 1.5 Perhaps Paul could see that Nqobile did not have enough funds to start his business✓ and as a wealthy jewellery designer, he had the passion and funds to help him.✓
- Accept other suitable answers. (2)
- 1.6 His business has four staff members and he aims to increase this number.✓✓ (2)
- 1.7 His persistence encouraged him to continue searching for ways to be successful.✓Not being afraid allowed him to take the risks he needed to order become successful.✓ (2)
- 1.8 Perhaps the author wanted to show people that poverty is not a barrier to one's dreams✓, but that persistence is essential.✓
- Accept other suitable answers (2)
- 1.9 False. He sold cakes and biscuits to raise money ✓and was helped by Paul Spurgeon.✓ (2)
- 1.10 This sign means that Nqobile did not just wait for something to happen,✓ he actively pursued to change his situation.✓ (2)
- 1.11 The fact that the people are selling goods to raise money ✓and the environment is dirty and unpleasant ✓reflects the state of financial struggle. (2)
- 1.12 They need extra money to feed their families and they do not have other employment. ✓ (1)
- 1.13 In Nqobile's situation he has money, a job a happy life and support whereas the people in the picture have little money,✓ no jobs, ✓ a difficult /unhappy life and no support.✓ (3)
- 1.14 Yes. It is difficult to survive without any support. I have grown up in South Africa, which is a third world country and have also experienced the poverty around us.
- Accept any suitable answer. ✓✓✓ (3)
-

DAY 4: Lesson Plan 2

SASL Home Language: Grade: 12

TIME: 1 hour

Topic: Summary

The PowerPoint presentation should be used when teaching the lesson.

Introduction:

Ask learners why is it important to know how to summarise.

How is a summary of a text different from the original text?

Aim:

By the end of the lesson learners will understand how to approach the summary.

Presentation:

Refer to the PowerPoint lesson for a guided activity on summary.

1. Watch the PowerPoint with the learners and discuss and clarify each slide.
2. Learners should do the activity as signed in the slides.
3. Slides 9 - 16 show an example of the original text and how it can be summarised. Be sure to emphasise the importance of not quoting verbatim (as is) but to give a summary in your own words while still being accurate.

Conclusion:

Teacher to correct and guide learners on summarising the text.

Text to be summarised:

PEOPLE-PLEASING: A THREAT TO SUCCESS

There is a fine line between being kind and being a pushover. When you are too kind, you make your way through life by placating. This makes you vulnerable to being dismissed by others. People-pleasing occurs when you consistently change your position because you fear your natural thoughts will not be well received. But, instead of pleasing others to gain approval, simply expect to be treated with respect.

Your need of approval eventually drains other people and you need to keep in mind that there is no path to success through coat-tailing other people. The real path to success can come only through your belief in yourself. In essence, the only way to get what you want in life, is to say what you want and go after it. With this in mind, you must remember that success is the ultimate prize for trusting your own abilities, which you garner through risk-taking and not people-pleasing. In the long run, if you cannot function without feeling wrecked, upset, or anxious, there will be no path to your success. People are not going help you up the ladder of success by feeling sorry for you. Hence you need to learn to grow from feedback rather than to shrink from it.

Furthermore, research shows that pleasing people creates dishonesty by default and people-pleasers have a habit of asking permission in situations where needing permission is not required. No one can really know you, your ideas or your value if you are a mere pleaser of other people. Successful individuals aren't 'fit-in' people: they are confident enough in themselves and they do not fear to be brutally honest when necessary. Ultimately, the quickest way to overcome the uncertainty of trying to 'fit in' is to commit to what you believe in and to speak out.

Brutal honesty does not imply that you need to start every sentence with 'I'm sorry'. You don't need to apologise for your existence and you need to be bold enough to make mistakes.

Why use pleasing to look perfect to others? When you are doing this, you are being fake. The greatest irony with people-pleasing is that it always produces results opposite to those which are intended.

[Adapted from www.huffingtonpost.com]

MEMO:

Use the following main points that the candidate should include in the summary as a guideline.

Any 7 valid points in **point-form** are to be credited.

(Sentences and/or sentence fragments must be coherent.)

NO	QUOTATIONS	NO	POINTS
1	'instead of pleasing others, simply expect to be treated with respect.'	1	You deserve to be treated with respect: expect it.
2	'The real path to success can come only through your belief in yourself.'/'they are confident enough in themselves'	2	Self-confidence/Self-assurance leads to success.
3	'the only way to get what you want in life, is to say what you want and go after it.'	3	Verbalise your goals and commit yourself to achieving them.
4	'trusting your own abilities, which you garner through risk-taking'	4	Risk-taking allows you to build confidence in your own abilities.
5	'learn to grow from feedback rather than to shrink from it.'	5	Understand that constructive criticism promotes growth.
6	'they do not fear to be brutally honest when necessary.'	6	Absolute honesty is beneficial.
7	'to commit to what you believe in and to speak out.'	7	Do not fear to express your beliefs and thoughts.
8	'You don't need to apologise for your existence'	8	Be unapologetic about your actions.

NOTE: What follows is merely an example. It is not prescriptive and must be used very carefully.

DAY 5

Lesson Plan 1: ADVERTISEMENT

Lesson Plan 2: CARTOON

DAY 5: Lesson Plan 1

SASL Home Language: Grade: 12

TIME: 1 hour

Topic: Advert

The notes as well as the PowerPoint presentation should be used when teaching the lesson.

Introduction:

Show the learners the advert in the PowerPoint.

Aim:

By the end of the lesson the learners will be able to analyse an advert using a holistic view and answer questions on a visual text.

Presentation:

Use the PowerPoint to guide the teaching.

Explain or clarify each concept on the slides.

When looking at an advert the following questions will help you understand the purpose of the text.

- What does the text say?
- What does the image say?
- Who is the target audience?

The obvious Connotation	What you see. Your first impression.
The intended Connotation	What the advertisers wanted to say. Directed at the target audience.
The cultural Connotation	Cultural connections or background that might influence the connotation.
Persuasive techniques	How do they make you remember the ad? <ul style="list-style-type: none"> • Emotions • Logic • Credibility
Characters	Normal people People who want to be different Famous people Doing what other people do
Symbols	Images or objects used to represent something. It can help the advertiser enhance the message or sell the product.
Special effects camera angles	Helps create an illusion to project an ideal feeling. From below: makes the person look powerful. Eye level: Equals with the viewer – to get your attention. From above: makes the viewer feel powerful looking down on the person.
Lighting	Light and colour used to create a mood or atmosphere. Can also be used symbolically.
Layout / font / pictures	Size and placement used to make certain things stand out.
Body language	Facial expressions, eyegaze, interaction with people or objects.
Emotive language	Language used to create a certain emotion. Emotional or logic?
Stereotypes	Gender Culture Language Race

Learners should watch and analyse the advert on slide 15 individually keeping in mind the points above and answer the questions that follow (refer to activity on p 55).

Conclusion:

Teacher to correct and guide learners on their understanding and interpretation of the advert.

Activity:

Look at the advertisement on slide 15 of the PowerPoint and use the worksheet below to analyse the video advert and answer the questions that follow.

Questions to ask when looking at the advert:

1. What product or service is being advertised?
2. What information backs up the claim?
3. What deep need or desire is the advertisement promising to fulfil? (e.g. love, happiness, wealth, beauty, friendship, joy.)
4. Who is the intended audience? What might their response to the ad be?
5. Who is excluded by the advertisement? (i.e. what classes, races, body types, etc.)?
6. What is not being said?

Analyse the product / service / claim	
Type of product	
Product / Service / Claim	
Message	
Target audience	
Persuasive techniques	
Intended effect	

DAY 5: Lesson Plan 2

SASL Home Language: Grade: 12

TIME: 1 hour

Topic: Cartoon

Introduction:

Ask learners what the difference is between a cartoon and a picture. Why do cartoonists create cartoons?

Aim:

By the end of the lesson learners will be able to:

- analyse the format and structure of a cartoon;
- identify methods and techniques used by cartoonists; and
- interpret images and cartoons in a cultural context.

Presentation:

Refer to analysis below.

Conclusion:

Teacher to correct and guide learners on their understanding and interpretation of the cartoon.

ANALYSIS OF CARTOON:

When analysing a cartoon, it is important to look at the following aspects.

1. Setting:

- Where and when is the cartoon set?
- What is the particular social context?

2. Characters:

- What actions and emotions are communicated through body language?
- What emotions are communicated through facial expressions?
- What does the body language suggest about the relationships between characters?

3. Action:

- What is happening in the cartoon?
- How is the action portrayed?

4. Language:

- What words / signs have been used?
- How has sign choices been used to suggest emotion?

5. Stereotypes / Symbols:

- Has the cartoonist made use of stereotypes?
- Has the cartoonist used any symbols to represent something else?

Techniques of cartoonists

Visual conventions and drawing techniques that convey body language, facial expression and actions; impact of font; speech/thought bubbles.

- Pun
- Irony
- Caricature



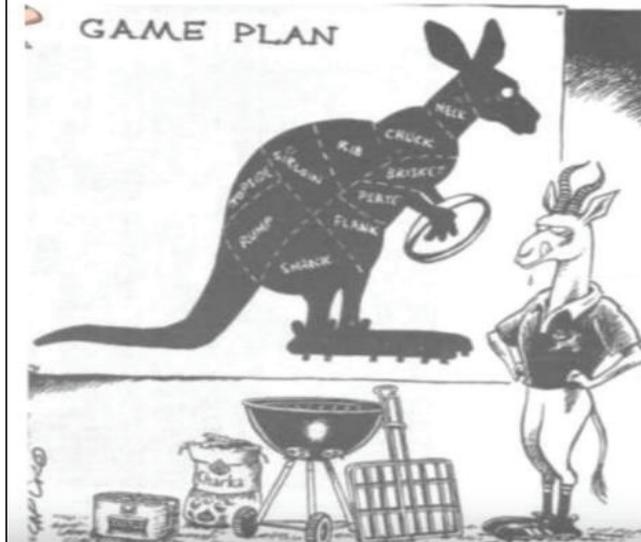
TIPS

As we know, cartoons are humorous pictures, sometimes in a single frame, while cartoon strips may tell a story. The objective is to entertain, and also (importantly) to satirise. You have to keep up to date with current affairs in your country and the world to understand the satire in a cartoon. Watching the news and reading online or broadsheet newspapers and cartoon books (e.g. *Zapiro, Madam & Eve*) is good preparation

When analysing the visual aspects of a cartoon, it is essential to give the specific detail: e.g. **don't** simply say, "She's angry – as we can see in her body language/facial expression", but **do** say, "She's angry – she has her hand on her hips and is leaning forward aggressively. She has frown lines and her mouth is wide open to show that she is shouting." Let's look at a cartoon which is in keeping with the theme of the comprehension you did earlier. The questions are based on Zapiro's cartoon: *Game Plan*.

Examples of Cartoon analysis in English

This cartoon appeared in the Pretoria News, 16 July 2005



- 1.1 The cartoon refers to a specific 1999 Rugby World Cup match.
 - 1.1.1 Who are the opposing teams? (2)
 - 1.1.2 Explain how this information is conveyed by the visual elements in the cartoon. (2)
- 1.2 The message of the cartoon is conveyed in metaphor. What is the message? (2)
- 1.3 Examine the dictionary extract provided below to establish the meaning of the word "stereotype" and then explain what stereotypes of South Africans and/or rugby fans are evident in the cartoon.

ster·e·o·type /stérree ə tîp, stéeree ə tîp/ *n.* & *v.* • *n.* **1.** an oversimplified standardised image of a person or group. • *v.* to categorise individuals or groups according to an oversimplified standardised image or idea. (2)
- 1.4 Explain the pun in the title of the cartoon. (2)

[10]

2. Now read and enjoy the cartoons. Spend some time looking at the visual elements (body language and facial expressions of the characters, interaction between characters, speech/thought bubbles, and the way the font has been printed/punctuation which gives clues to hidden meaning.

FRAME 1

“WHAZZUP, DUDE?”

FRAME 2

“I WAS JUST TRYIN’ TO ‘KEEP IT REAL.’”

DENNIS THE MENACE

- 4.1 Dennis’s expression in the first frame, “Whazzup, dude?” is an example of what type of language? (1)
- 4.2 In the first frame, Dennis comes across as being quite confident. How is this portrayed? (2)
- 4.3 Rewrite Dennis’s words in the first frame in more formal language. (1)
- 4.4 Why, in your opinion, was Dennis given a “time out”? (2)
- 4.5 Why does *tryin’* end on an apostrophe? Explain why it is appropriate here. (2)

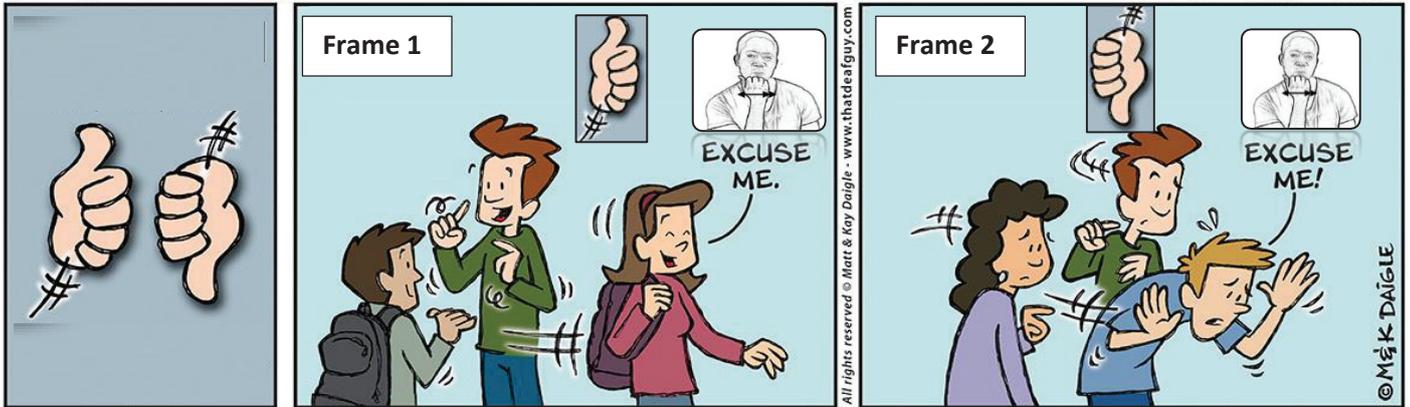
Analysis of an SASL Cartoon

Language in Context

Other aspects of the Media

THAT DEAF GUY

BY MATT & KAY DAIGLE



[source: <https://goo.gl/images/jYBT5S>]

Explanation of cartoon

- This cartoon has been adapted where some of the English has been taken out and replaced by pictures and signing.
- It is about the Do's and Don'ts when walking in between two Deaf people who are signing to each other.
- Frame 1 has a thumbs up, which means that you should do this whilst saying or signing 'EXCUSE-ME'.
- Frame 2 has a thumbs down, which means that this should **NOT** be done whilst walking in between two Deaf people who are signing.
- The reason for this is that, if a person bends down unnaturally to walk between the two people, the Deaf, who are very observant, will think there is something wrong and stop their conversation to look at the person who walks funny.
- The reason for the person bending down is because he/she does not want to stop the flow of communication, but this is exactly what he/she is doing by bending down.

Questions and Answers on That Deaf Guy Cartoon

1. Explain how humour is created in the cartoon.

Humour is created through the way that the cartoonist has drawn the facial expressions and body language of the characters.

2. Account for the difference in emotion of the Deaf in Frame 1 and Frame 2.

Frame 1: They are deep in conversation, having each other's full attention with no barrier caused. They have raised eyebrows and are smiling.

Frame 2: They are annoyed and frustrated at the man bending down to pass them. The flow of communication is broken. They aren't smiling anymore and their eyebrows are furrowed.

3. What does the man walking through in Frame 2 tell us about his character?

His back is bent and his hands are up in resignation. He has a worried expression on his face which suggests he is scared of breaking the communication between the Deaf.

4. Discuss the irony of this cartoon.

Irony is created in the fact that even though the person in Frame 2 did not want to be a barrier to communication, that is exactly what happened by bending down.

5. Create a dialogue for Frame 1 between the Deaf people.

Any suitable answer is correct.

6. Critically discuss why Frame 2 is given a thumbs down.

This means that it should not be done when walking between two Deaf people signing. By doing this, it creates a break in communication between the Deaf.

7. Account for the exclamation mark in Frame 2: Excuse me! And translate it into SASL.

This is the person's way of saying he is very sorry for walking in between them

Student will sign EXCUSE ME by adding more facial expression to the sign or signing EXCUSE ME bigger.

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