Hope Deferred Curriculum

Curriculum Map

Themes	Identity and Zimbabwe's Land Reform	Zimbabwe's Collapsed Economy	
Language	English	English	
Standards	Reading History RH.9–10.1, RH.11–12.1, RH.9–10.2, RH.11–12.2, RH.9–10.6, RH.11–12.6, RH.9–10.9, RH.11–12.9. Writing W.9–10.1, W.11–12.1, W.9–10.2, W.11–12.2, W.9–10.7, W.11–12.7. Speaking and Listening SL.9–10.1, SL.11–12.1, SL.9–10.4, SL.11–12.4.	Reading History RH.9–10.1, RH.11–12.1, RH.9–10.2, RH.11–12.2, RH.9–10.6, RH.11–12.6, RH.9–10.9, RH.11–12.9. Speaking and Listening SL.9–10.1, SL.11–12.1, SL.9–10.4, SL.11–12.4.	
Recommended Narrator(s)	Nicola Tsitsi Briggs George	Pamela & Themba	
Student Objectives	Students will use oral history, literary analysis, and research to examine the role of national identity in connection with Zimbabwe's land reform policies.	Through inquiry, collaboration, and partner interviews, participants will explore the personal, economic, and political context of contemporary Zimbabwe.	
Ethnic Studies-Aligned Topics	• Power, Privilege, and Oppression • Institutional Violence • Economic Exploitation • Colonialism and Land Use • Origins and Identity	• Origins and Identity • Colonialism and Land Use • Economic Exploitation • Empathy and Understanding Others • Systems and Power	

Literature Circle: Identity and Zimbabwe's Land Reform

Time Needed: Five class periods (several can be done as homework if desired).

Materials: *Hope Deferred*, Timeline of Zimbabwe (p. 467) Glossary (p. 462), and Political Violence, the War Veterans, and the Land Invasions (p. 476); the Literature Circle Handout, the New York Times online Country Profile on Zimbabwe, (*topics.nytimes.com/top/news/international/territories/Zimbabwe/index.html?scp=1&sq=Zimbabwe%20country%20profile&st=cs*) magazines, newspapers, poster board, and glue sticks/tape.

Objective: Use oral history, literary analysis, and research to examine the role of national identity in connection with Zimbabwe's land reform policies.

Related Core Curriculum Standards: Reading History RH.9–10.1, RH.11–12.1, RH.9–10.2, RH.11–12.2, RH.9–10.6, RH.11–12.6, RH.9–10.9, RH.11–12.9. Writing W.9–10.1, W.11–12.1, W.9–10.2, W.11–12.2, W.9–10.7, W.11–12.7. Speaking and Listening SL.9–10.1, SL.11–12.1, SL.9–10.4, SL.11–12.4.

Connections: Literature Circle activity can be used with any narrative in the Voice of Witness series.

Essential Questions:

- How does Zimbabwean national identity influence ownership rights to the farmland of Zimbabwe?
- Who is a "true" Zimbabwean and who has the rights to Zimbabwe's farmland?
- How has colonial history complicated the issue?

Narrative Excerpt: "Other farmers in the area harvested their tobacco and maize and then left. They were not sure if they were safe from having their land invaded, with violence. A while after I harvested, I was left alone there, still thinking that I was safe. I thought this pressure to give up our land was short term and would not last. I also had some crops in the ground, so I had to stay longer than everybody else. If you go into farming, you put all your money in the soil, and then it's only when it grows that you can see it. There was no way I would just uproot and quit. I tried to appeal through Zanu-PF [the ruling political party] structures. Blacks were supposed to benefit from this land invasion—that's what I heard. I thought I was black enough! All I needed was to make a claim and I would keep this piece of land." —*Tsitsi*

Overview

Zimbabwe's recent history entails a detailed system of farm and land ownership, which includes primarily white-owned commercial farms and many designated "rural area" farms, which fall under the jurisdiction of tribal chiefs. In 2000, Robert Mugabe's Zanu-PF government instituted a policy of land reform and began taking over predominately white-owned farms and redistributing them to war veterans and other black Zimbabweans.

Preparation: Zimbabwe's land distribution policy exacerbated questions of national identity: who is a "true" Zimbabwean and who has the rights to Zimbabwe's farmland? Class should become familiar with contextualizing information about the history of Zimbabwe and land reform in the country.

Create several student "research groups" to provide background information in the following categories:

- Economics
- Politics
- Agriculture
- Colonialism

Maps, posters, articles, quotes and images will all provide a historical snapshot of Zimbabwe and will reflect the various identities of its people (one class, one homework session).

Step One: Groups present their research to the class. After each group concludes its presentation, discuss the following questions (15 minutes):

- How does this information create a "narrative" or story about Zimbabwe?
- If you had to relay this information as a story, how would you tell it?

Step Two: Create groups of four students and assign each group the following narratives from Hope Deferred: Nicola (15 pp.), Tsitsi (18 pp.), Briggs (31 pp.), and George (26 pp.). Give each student a copy of the Literature Circle handout. Read through the instructions together. Note: The activities related to the Literature Circle can be completed during or outside class (15 minutes).

Step Three: At the conclusion of their fourth meeting, groups should decide how they would like to "present" their Literature Circle findings to the rest of the class. Part of this process is making choices about which Literature Circle job each member of the group will be responsible for presenting (10 minutes).

Step Four: Incorporating their chosen vocabulary words, passages, connectors, illustrations, etc., groups will create posters (digital if available or desired) that feature the work done in their Literature Circles. In addition to the information they have already gathered, encourage them to "fill in" their presentations with images cut out of magazines, maps, and whatever else they feel communicates their responses to the narratives. Can be done during class or as a group homework assignment (60–70 minutes).

Step Five: Each Literature Circle presents to the class. Presentations should be about five to seven minutes each and incorporate time for comments and questions. Reflecting back on the discussion questions of the unit may be useful, as well as considering the following (50-60 minutes):

- Have any of the "connectors" touched on local issues? If so, what are the similarities and differences to issues in Zimbabwe?
- Have groups chosen similar passages or quotes? If so, how do they reflect the particular identity of the narrators?
- Is there a fair way to resolve the land reform issue in Zimbabwe? What do you predict for the future of the country?

Possible Oral History Project: Class creates an oral history project focusing on local examples of potentially unjust policies or laws, and the complicated, personal struggles that result from them.

Media Option: Documentary Film: *Banished* (dir. Marco Williams). Center for Investigative Reporting/Two Tone Productions/CPB, 2007: A hundred years ago, in communities across the

United States, white residents forced thousands of black families to flee their homes. *Banished* tells the story of three of these communities and their black descendants, who return to learn their histories. The film contemplates questions of privilege, responsibility, denial, healing, reparations, and identity. (*https://www.youtube.com/watch?v=FayMoKwyo04&ab_channel=RobertWilliams*)

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The Literature Circle

Each member of the group will read the four assigned narratives from *Hope Deferred*. For each narrative, one member of the group will take on one of the jobs mentioned below. While you read your narratives, you will be responsible for completing the tasks described below.

Groups will get together on four separate occasions (in or out of class), and each member will contribute what their individual job requires. Remember to save group work! It will be used to create a presentation for the rest of the class.

Discussion Director: Your job is to write a list of questions that your group might want to discuss about today's reading. Don't worry about small details; your task is to help people talk over the big ideas and share reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. Or you can use some of the general questions suggested to develop topics for group discussions: *Did anything surprise you? What are the most important ideas in the reading? What do you predict will happen next?* You are the person who begins the group discussion. You ask questions…get responses from ALL members…ask a question…get responses…etc.

Passage Master/Vocabulary Builder: Your job is to locate at least five special sections or quotations from the reading that the group should examine. You want to help people notice the most interesting, funny, puzzling, and important sections of the text. You decide and identify which passages or paragraphs (note the page number) are worth reviewing and then write plans for how they should be shared with the group. Write down why you think the passage is significant or should be discussed. You can read passages aloud yourself, ask someone else to read, or have the group read them silently, then discuss. Then you will share why you selected the passage and what it means to you. As Vocabulary Builder, your job is to be on the lookout for at least five important words—new, interesting, strange, important, puzzling, or unfamiliar words—words that members of the group need to notice to understand. Mark some of the key words while you are reading, then write them down in the context of the sentence. Discuss these words with your group and why the meaning of each word is important.

Illustrator: Your job is to draw some kind of picture related to the reading. It can be a sketch, cartoon, storyboard, diagram, flowchart, magazine cutouts, etc. You can draw a picture of something that is discussed specifically in the text, something that the reading reminded you of, or something that conveys any idea or feeling you got from the reading. Any sort of drawing or graphic representation is okay—you can even label parts of the drawing if it helps. During the Literature Circle discussion, show your picture and explain how it shows your interpretation and understanding of the text or part of the text.

Connector: Your job is to find connections between the material your group is reading and the world outside. This means connecting the reading to your own life or personal observations, to happenings at school or in the community, to similar events at other times and places, to other people or problems that you are reminded of, to other pieces of literature or films you have seen. Any connection you make with the book is fine. Explain in writing your connections and be prepared to share them with your group.

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Zimbabwe's Collapsed Economy

Time Needed: One class period, meeting or group session

Materials: Pamela and Themba's narrative from *Hope Deferred*.

Objective: Through inquiry, collaboration, and partner interviews, participants will explore the personal, economic, and political context of contemporary Zimbabwe.

Related Core Curriculum Standards: Reading History RH.9–10.1, RH.11–12.1, RH.9–10.2, RH.11–12.2, RH.9–10.6, RH.11–12.6, RH.9–10.9, RH.11–12.9. Speaking and Listening SL.9–10.1, SL.11–12.1, SL.9–10.4, SL.11–12.4.

Step One: Working in pairs or small groups, participants explore any prior knowledge about Zimbabwe through discussion of the following suggested questions. If desired, participants can write their ideas in a journal or notebook before discussing (10 minutes):

- What do you know about the history of Zimbabwe and where did you learn it?
- Have you read any books or seen any films or other media related to Zimbabwe?
- What is your understanding of "black market" economies? Why and how do you think they emerge?
- How does the U.S. black market impact society and communities?
- Do you have any personal experience with Zimbabwe?
- What are you curious to know about Zimbabwe?

Step Two: Participants silently read Pamela and Themba's story from *Hope Deferred* (10 minutes).

Step Three: After reading the story, each participant writes five or six questions for a post-reading interview with a partner. The goal is for the interview process to deepen each other's understanding about the ongoing crisis in Zimbabwe. Questions should reflect observations about the content of the story ("What contributed to Zimbabwe's economic collapse?"), reflections about the impact of oral history ("Does a personal narrative impact your understanding of the crisis in Zimbabwe? If so, how?"), or reference specific themes ("How did Pamela and Themba cope with the struggle to acquire basic goods and services, and how has it affected their emotional state?") (7-10 minutes).

Step Four: Pairs conduct their post-reading interviews (15-20 minutes).

Step Five: All participants come together to reflect on the reading, the activity and how it impacted their understanding of the political and economic crisis in Zimbabwe (10-15 minutes).