

STUDY GUIDE

DISCIPLINE:
LITERARY ARTS

ARTIST:
JACQUI DU TOIT



The following package is provided as a supplemental resource to enhance and support the artist’s visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:

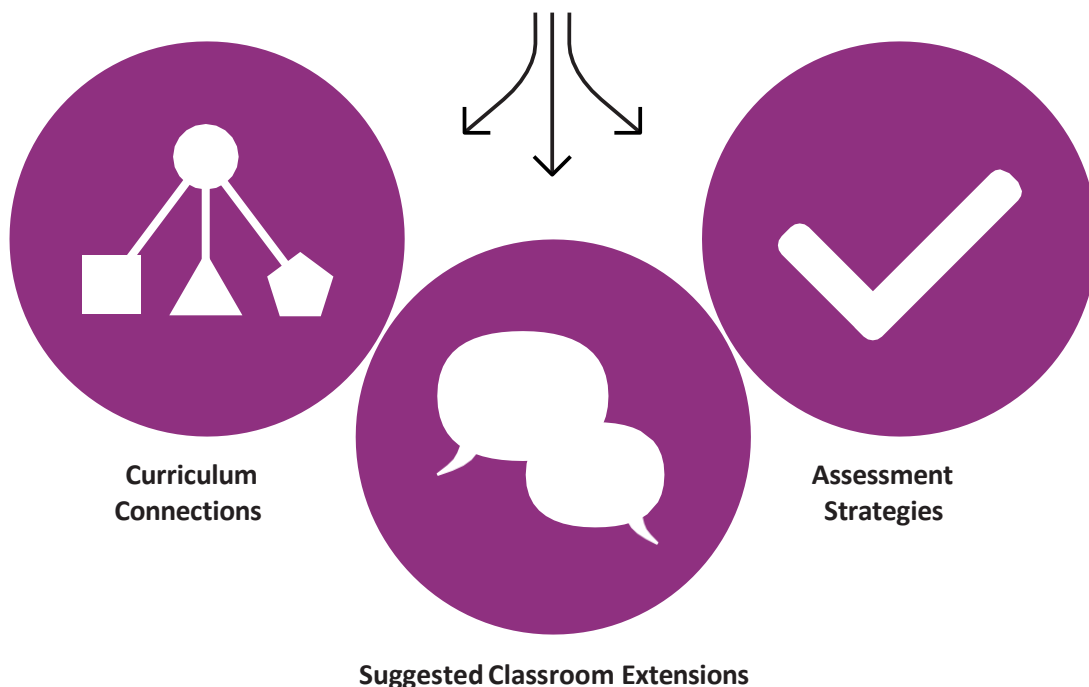


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STUDY GUIDE: LITERARY ARTS

STORIES FROM THE MOTHER LANDS

Program Overview

Artist Name: Jacqui Du Toit

Artist Bio: Born and raised in South Africa, Jacqui Du Toit is known for her animated stories from the mother land. By combining gestures, movement, singing, facial expressions, and dramatic impersonations that spark the audience, Jacqui knows how to captivate the audience with more than just words. She is the co-owner of The Origin Arts and Community Centre.

Program Description: Jacqui Du Toit shares contemporary, historical, and traditional stories from Southern Africa in a vibrant performance accompanied by a live drummer. Stories of Nelson Mandela, tales from Zimbabwe, traditional Zulu stories, fables of Anansi, and Jacqui's own journey to Canada today all form part of the fabric that she weaves from the oral tradition.

Artistic Discipline: Literary Arts

Recommended Grade Levels: 4 – 12

Session Logistics: In person or online

Cultural Context: African Culture, Black Legacy

Vocab bank/glossary: [Click here](#)





STORIES FROM THE MOTHER LANDS

Curriculum Connections

Learning Themes:

- Strand B – Reflecting, Responding and Analysing
 - Demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values. (grades 9-12)
- Strand C: Exploring Forms and Cultural Contexts
 - Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts. (Grades 4-8)

STORIES FROM THE MOTHER LANDS

Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

GRADES
4-6

Pre

- What do you already know about South Africa or Zimbabwe?
- What is oral storytelling? How is it different from reading a book?

During

- What emotions or messages do you notice in Jacqui's stories?
- How does the drumming affect the way you feel or understand the story?

Post

- What did you learn about Southern Africa through the stories?
- How do Jacqui's personal stories help you understand different life experiences?

GRADES
7-8

Pre

- How do you think storytelling has been used to pass down knowledge in cultures without written language?
- What role do you think stories play in preserving a culture's identity?

During

- How does Jacqui use her voice, body, and facial expressions to tell her stories?
- How does the live drumming contribute to the experience?

Post

- How can oral stories connect people across generations?
- In what ways did Jacqui's storytelling challenge or expand your view of African cultures?

GRADES
9-12

Pre

- How does oral storytelling compare to written history in terms of cultural preservation?
- What do you expect to learn about identity, resilience, or tradition from this performance?

During

- What performance techniques does Jacqui use to engage the audience, and why are they effective?
- How are contemporary issues reflected in traditional stories?
- What cultural or political contexts are woven into the stories?

Post

- How do Jacqui's personal migration stories add depth to the cultural narratives she shares?
- What can storytelling teach us about healing, memory, and justice?

LITERARY ARTS OVERVIEW

Literary Arts education consists of storytelling, poetry, and creative writing and is foundational to developing literate, reflective, and critically engaged members of society. By engaging with diverse stories, students gain insight into complex perspectives and histories, fostering inclusion and emotional resilience. Writing and sharing stories also supports mental health and builds a sense of community and belonging.

The creative and critical analysis process guide students in imagining, crafting, and reflecting on literary work. These frameworks align with MASC's core values and, when paired with artist-led sessions, empower students to become thoughtful creators and engaged learners.

Literary arts naturally support cross-curricular learning. In social studies, students explore historical context through narrative; in science they use writing to explain concepts. These interdisciplinary links help students see knowledge as interconnected and relevant to real-world applications.



APPENDIX

Vocabulary bank/glossary:

- **Oral Tradition:** The practice of passing down stories, history, and knowledge by word of mouth rather than in written form.
- **Fable:** A short story that teaches a lesson or moral, often using animals as characters.
- **Anansi:** A trickster character from West African and Caribbean folklore, often appearing as a spider who uses cleverness to outsmart others.
- **Zulu:** A major ethnic group and language from South Africa known for rich cultural traditions, including music and storytelling.
- **Nelson Mandela:** A South African leader who fought against apartheid (racial segregation) and became the country's first Black president in 1994.
- **Migration:** The movement of people from one place or country to another to live, often for reasons like safety, work, or family.
- **Cultural Identity:** A person's sense of belonging to a particular culture or group, including shared traditions, language, and values.
- **Drumming:** The act of playing drums, often used in storytelling and ceremonies to set rhythm, mood, or emotion.
- **Storytelling:** The art of telling stories aloud, often to entertain, educate, or preserve culture.
- **Resilience:** The ability to recover from difficulty or adapt to change; a common theme in stories of struggle or survival.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a colour to describe that feeling. Use one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
 - Share it with a partner or small group
 - Draw their freeze-frame in a journal
 - Write or talk about what made them feel that way

Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning