**PART II**

**Task:** Please respond analytically to the following questions using evidence from thetext.

**Chapter 9 Prelude**

1. Explain *“the curse that colored people carry”* (p.115-116) and discuss how it affected them.

**Chapter 9: The Mulberry Tree**

1. Why does Noah say that *“the animosity I felt from the colored people I encountered growing up was one of the hardest things I’ve ever had to deal with”?*
2. Read the following excerpt: *“When apartheid came, colored people defied easy categorization…I was seen as a colored person who didn’t want to be colored.” (pp.118 – 120).*
3. How and why did the South African government use colour to perpetuate racism during the apartheid era?
4. What is Noah saying about our need to belong and our desire for social mobility through his exploration of South Africa’s race-based class structure?
5. What does Noah learn from Abel’s response to the incident at the Mulberry tree?
6. How is Abel’s lesson different to the one that he ultimately gets from his mother’s response?

**Chapter 10 Prelude**

1. What does the prelude to Chapter 10 contribute to our understanding of Noah’s relationship with his mother, Patricia?

**Chapter 10: A young man’s long, awkward, occasionally tragic, and frequently humiliating education in affairs of the heart, Part I: Valentine’s Day**

1. What does Noah learn from being rejected on Valentine’s Day by Maylene? (Hint: connect this to an excerpt from Chapter 9 - *“All you had to do was denounce your people, denounce your history, and leave your darker-skinned friends and family behind”. P.119)*
2. Explain how Part I of Noah’s romantic trilogy can be described as both ironic and a symbol.

**Chapter 11: Prelude**

1. In this prelude, Noah shares quite a tragic story of growing up so poor that his mum would turn off the car and make him push it to school to save petrol. How does Noah make this information palatable for his readers? Provide two examples to support your answer.

**Chapter 11: Outsider**

1. Read the following excerpt in which Noah describes the cliques and groups that formed during lunch break at his high school, Sandringham High:

*South African schools don’t have cafeterias. At Sandringham we’d buy our lunch at what we call the tuck shop, a little canteen, and then have free rein to go wherever we wanted on the school grounds to eat—the quad, the courtyard, the playground, wherever. Kids would break off and cluster into their cliques and groups. People were still grouped by color in most cases, but you could see how they all blended and shaded into one another. The kids who played soccer were mostly black. The kids who played tennis were mostly white. The kids who played cricket were a mix. The Chinese kids would hang out next to the prefab buildings. The matrics, what South Africans call seniors, would hang out on the quad. The popular, pretty girls would hang out over here, and computer geeks would hang out over there. To the extent that the groupings were racial, it was because of the ways race overlapped class and geography out in the real world. Suburban kids hung out with suburban kids. Township kids hung out with township kids.*

What similarities or differences have you observed during lunchtime at Mullauna College?

1. *Ever the outsider, I created my own strange little world*. What *world* did Noah create and how did this operate?
2. In Chapter 4 we learned that Noah used language and “*became a chameleon”* to change people’s “*perception” of* [his] *colour*”. Discuss what other tools Noah used at Sandringham High School to become *“a cultural chameleon.”*
3. Noah often clarifies South African practices or concepts by comparing them to American references and some of his humour is clearly for an American audience. Find three examples of this from this chapter.

**Chapter 12: Prelude**

1. Why is Noah *“consumed with regret for the things* [he] *didn’t do?”*

**Chapter 12: A young man’s long, awkward, occasionally tragic, and frequently humiliating education in affairs of the heart, Part II: The Crush**

1. Why doesn’t Noah ever ask out his high school crush, Zaheera and what does this experience teach him?

**Chapter 13: Prelude**

1. Read the prelude to Chapter 13 and explain a couple of things that resonate with you (for example, they might be interesting, relatable/unrelatable, or poignant).

**Chapter 13: Colorblind**

1. Noah describes he and his friend Teddy as *thick as thieves* and recalls how together they begin committing petty crimes, such as breaking windows and stealing chocolates from a stationary shop.
2. What are your thoughts about Noah’s early criminal acts?
3. When Teddy was caught, should Noah have admitted his guilt as well? Why/Why not?
4. Read the following excerpt from the end of this chapter:

*I kept waiting for it to be a trick, for them to turn and say, “It’s you!” They didn’t. At a certain point, I felt so invisible I almost wanted to take credit. I wanted to jump up and point at the TV and say, “Are you people blind?! That’s me! Can you not see that that’s me?!” But of course I didn’t. And they couldn’t. These people had been so fucked by their own construct of race that they could not see that the white person they were looking for was sitting right in front of them.*

*Eventually they sent me back to class. I spent the rest of the day and the next couple of weeks waiting for the other shoe to drop, waiting for my mom to get the call. “We’ve got him! We figured it out!” But the call never came.*

Explain what Noah means by “*their own construct of race”.*

**Chapter 14: A young man’s long, awkward, occasionally tragic, and frequently humiliating education in affairs of the heart, Part III: The Dance**

1. In what way does Noah’s experience with Babiki symbolise his hubris?
2. How does this experience with Babiki reinforce Noah’s comment in the prelude to Chapter 4, that “*Language brings with it an identity and a culture, or at least the perception of it. A shared language says, “We’re the same.” A language barrier says, “We’re different.”*