

**The Drums of Hampden by Mark Frankland**

**A Reading Unit For Standard Grade F / G Levels and Intermediate 1**



**Introduction:**

The novel is an exciting story with two main characters: Tony Hobbes and Simon Matembo.

In the novel, Hobbes is captain of the Scotland football team. He is a very experienced player but is getting past his best.

On a trip to Uganda, he discovers an amazing new talent in the shape of Simon Matembo. Tony believes that Simon is possibly one of the greatest talents which the game has ever seen!

### Reading Unit for S2 / S3

As we study the novel, we will focus on only three aspects. The way the writer creates:

- The setting
- The characterisation
- The plot

#### **Setting:**

The setting of a novel means two things:

**WHERE** the novel is set, and, **WHEN** the novel is set.

WHERE refers to which part of the world the events in the novel are happening.

WHEN refers to the period in time when the events are happening. This can really mean three things, broadly:

- The things that happen in the novel are going on NOW in the present.
- The events happened some time ago so they happened in the PAST.
- The events will happen in the FUTURE.

Most writers give their readers a basic idea of where things will be happening early on in the novel in the opening chapters.

Often a novel can have a number of settings, so there are changes in setting.

#### Characterisation:

The word 'characterisation' contains the word, 'character.' It is about the way a writer has made his / her characters. They might be good or bad, nasty or nice, or they might begin as nasty characters and end up as good characters. This is known as **character development**.

Characters can also be split into groups to help us to understand how a writer has created them. Characters who are really important in the novel are known as major characters. A novel usually only has one or two of these.

Characters can also crop up quite a bit in the novel but are not as important as the major characters. These are known as minor characters.

We know what kind of character we are dealing with in two ways:

- **BY WHAT THEY SAY.** We all know that the way someone speaks to us tells us a lot about them. If someone speaks to us kindly, we will probably take to them and like them.
- **BY WHAT THEY DO.** Again, you may have heard the words, 'Actions speak louder than words.' In other words, how someone behaves towards us and others may tell us more about them than what they say. So, someone can say that they like you but still behave badly towards you!

### Reading Unit for S2 / S3

#### **The Plot:**

The plot of a novel means the main events which happen in the novel. It is sometimes called the narrative. Plot is not about every small thing that happens in a novel. This novel is packed with events, but not all of them are main events.

Someone having a cup of tea is hardly a main event, but someone playing in a Scottish cup final most certainly is!

### Reading Unit for S2 / S3

By the time you have finished reading the novel you will have covered the following areas:

- How the writer uses the **introduction** to the story to 'hook' the reader
- How he uses the different **settings** to show the similarities between people
- How he uses the **major and minor characters** to interact with one another to produce tensions and **plot developments**
- How he creates an exciting **plot**
- How he uses **cliffhangers** to keep us reading
- How **climax** is used to bring out the **tension** in the plot
- How the novel is ended with an **unexpected conclusion** which we find satisfying
- How to write a **critical evaluation** of a novel
- You will also have discussed many aspects of the novel with a partner or with a group

It is important that you have the 'Big Picture' before you start so that you know what is the end product of this unit. Your task is below:

#### **Critical Evaluation of Literature**

**How does the writer Mark Frankland use the setting, characterisation and plot of the novel, 'The Drums of Hampden' to make it more exciting for the reader?**

### Reading Unit for S2 / S3

Your reading of the novel will be broken down into 4 smaller parts.

| <b>Chapter</b>        | <b>Part of novel</b>       | <b>What the writer does</b>   |
|-----------------------|----------------------------|---|
| <b>Chapters 1-3</b>   | <b>Introduction</b>        | <b>Introduces:</b> <ul style="list-style-type: none"><li>• <b>Setting</b></li><li>• <b>Characters</b></li><li>• <b>Storyline</b></li><li>• <b>Climax and anti climax</b></li><li>• <b>Theme</b></li></ul>   |
| <b>Chapters 4-11</b>  | <b>Development</b>         | <b>The writer develops:</b> <ul style="list-style-type: none"><li>• <b>Setting: the change to Africa-contrasts and similarities</b></li><li>• <b>Characters and contrasts-introducing Simon</b></li><li>• <b>Plot: the intention to bring Simon to Scotland</b></li><li>• <b>Irony</b></li><li>• <b>Theme</b></li></ul> |
| <b>Chapters 12-13</b> | <b>Conflict and Climax</b> | <b>The writer:</b> <ul style="list-style-type: none"><li>• <b>Builds up the tension</b></li><li>• <b>Creates a conflict - the disaster in Uganda</b></li><li>• <b>Uses a cliffhanger</b></li><li>• <b>Paves the way for the resolution</b></li></ul>  |
| <b>Chapter 14</b>     | <b>Resolution</b>          | <b>The writer:</b> <ul style="list-style-type: none"><li>• <b>Brings the story to a satisfying end</b></li></ul>  |

**Brainstorming the Title**  
**DO NOT open your book yet!**  
**Group Discussion**

In your groups, look at the picture on the front of your novel.

Think about the foreground firstly:

- What does it show?
- How does the character in the centre stand out?

Think about the background next:

- What is the setting for the cover?
- What kind of match is being played?
- Is it a minor league event?

Think about the title.

- What do you think of the use of the word, 'drums?'

Now in your groups discuss the following:

- What kind of story is this likely to be?
- What kind of characters are you likely to meet?
- What kind of setting/s might you come across?

Be prepared to report back to the class after your discussion which will last 10 minutes.

**.....Ideas.....Why We Think This**

**Chapters 1 – 3 The Introduction To The Novel**  
**The writer uses his opening to ‘hook’ his reader**

Writers have to grab the readers' attention right at the start of the novel to make them read further.

Read the opening page of 'The Drums of Hampden.'

**The writer Mark Frankland:**

- Has very dramatic opening sentences

*'The ball was clipped through from the right back. Tony reacted instantly.'*

- Introduces the setting and background and a conflict between two players

*We find ourselves in the middle of an important football match in a stadium.*

- A central character is introduced as well as a minor character

*Tony Forbes and Jimmy Stamp*

- Prepares us for the later storyline of how the conflict between the older Forbes and the younger Stamp will develop.

### Reading Unit for S2 / S3

#### **Group Discussion:**

In your groups discuss each point above and decide how each helps to 'hook' the reader. One has been modelled for you on the [supplied grid](#). Use the supplied grid to note your responses.

#### **Chapters 1 and 2:**

Here, a number of things change. Firstly, the setting. Chapter 1 is very exciting. It starts during an important football match. Chapter two is very different. Use the [supplied charts](#) to compare the differences in setting, plot and characters with chapter 1.

#### **Climax, Anti Climax and Theme**

One of the techniques used by the writer Mark Frankland is the use of climax and anti climax.

Climax is where the action in a novel reaches a peak.

Anti climax is where the action quietsens and becomes much less exciting.

Chapter 1 of the novel is very unusual because it begins with the climax of an important match between Scotland and England.

Chapter 2 is an anti climax after the excitement of chapter 1 where we find out more about the private life of Tony and how he interacts with his father, Winston and his son Ben.

### Reading Unit for S2 / S3

Another technique which emerges from chapter 2 is the theme of the novel. The theme of a novel is about more than the plot, or the setting, or the characters.

The theme is about the 'message' which the writer is trying to get across to his readers. Writers don't do this in a clumsy way by writing in the first line of their novels:

'The theme of my novel is.....'

They try to make the reader think about the message by reading closely, by thinking about the characters and their actions.

The theme of discrimination emerges in chapters 1 and 2. Discuss how we know this with your partner. Here are some [questions](#) to help you focus.

### Chapter 3

At the end of chapter 1 we are left with a problem. Tony has not admitted that a racist incident took place. He is therefore in serious trouble for hitting Jimmy Stamp. In chapter 2 we are led to a solution to the problem. In chapter 3 this will be resolved? Working with your partner, rearrange the [supplied statements](#) into the correct order of events. This will help to keep you clear on plot developments.

**Breaking Down the Final Task**  
**Writing a few Paragraphs**

**Review:**

It will be easier for you to write your critical essay at the end if you review what you have learned so far by writing a few paragraphs on the way the writer introduces the story, the characters and the settings.

You have all the information you need in the notes you have made.

**Plan**

Write one paragraph on how Mark Frankland makes the introduction of his story exciting and how he 'hooks' the reader. (Remember to use words like PLOT, SETTING and CHARACTERS)

Then write another paragraph on his use of climax, anti climax and the theme.

### **Chapters 4 – 8**

Here, the writer moves into the development phase of his novel. One of the major changes made in chapters 4-8 is the dramatic change in settings from Europe and an urban (city) setting to the African continent and a rural (country) setting.

Working with your partner, identify 5 similarities and differences between these settings. Use the [supplied chart](#) to help you. Some of these are done for you already.

### **Characters, Contrast and Discrimination**

#### **Introducing Simon**

We are introduced to another central character in chapter, that of Simon. Simon makes friends with Tony's son, Ben.

Tony can see straight away that Simon's footballing talent is not just good; it is extraordinary.

We know about characters in a novel by:

WHAT THEY SAY and WHAT THEY DO.

We are going to compare the characters of Jimmy Stamp and Simon Matembo. Use the [supplied charts](#) to complete your profile of these two characters.

**Discrimination**  
**Group Discussion**

Simon is not allowed to play football with the other members of his tribe.  
Read pages 43 to 45.

Here, we have an [example of irony](#). Irony is a technique used by the writer to help show his theme of discrimination.

Irony is where the opposite happens to what we expect.

**Chapter 8**  
**Rich Man. Poor Man.**  
**Plot and Theme**

**Group Discussion:**

Another theme begins to emerge in chapter 8 of the novel. This theme is the idea of wealth and poverty.

The people of Mapote are very poor compared to most people in Scotland.

This brings up the theme of wealth and poverty.

Simons' mother brings this issue out during a discussion with Tony who wants to bring Simon back to Scotland to play football:

' Can it be right for a man to earn such riches for playing a game when there are so many who are hungry?'

Use the [supplied chart](#) to help structure your discussion.

**Chapters 9 – 11**

**Getting To The Heart of Discrimination**

In this phase of the novel Simon is living in Scotland with Tony. He copes very well with the shock of changing to a very different culture to that of his home.

One of the things he finds it most difficult to understand is the divisions between people we find at 'Old Firm' football matches.

This is the area of the novel where Mark Frankland, the writer, really draws out the theme of discrimination.

He does this through the DIALOGUE in the novel between Tony and Simon who are discussing the 'Old Firm' game.

In pairs, use the [supplied table](#) to learn more about Simon's confusion about discrimination and football. Read pages 73-81 again before you begin.

**Review:**

Now that you are nearing the climax of the novel, you should review what you have learned about the writer's techniques in this part of the novel.

This short piece of writing will help you with your final critical evaluation.

**Reading Unit for S2 / S3**

Write one paragraph about:

- The contrasts in setting between Scotland and Africa.
- Write another paragraph about the contrasting characters of Simon and Jimmy.
- Write a third paragraph on the use of irony to show the theme.

**Chapters 12 – 13**  
**Conflict and Climax**

Chapter 12 brings us another unexpected climax in the storyline. It also creates tension. A conflict begins within Simon. Will he be able to play? Will he leave for his village to help his mother?

Complete the sentences in the [supplied table](#) with your partner. This will keep you up to speed with the main plot developments.

**The Writer's Use of a Cliffhanger in Chapter 12:**

In order to make their story exciting for the reader and make their reader want to read on, many writers use a cliffhanger at the end of chapter 12.

**Reading Unit for S2 / S3**

A CLIFFHANGER is the name given when a chapter in a novel or a scene in a film ends in a dramatic way which leaves the reader or audience uncertain as to what will happen next.



Look at the ending of Chapter 12.

The writer stops the chapter at a point where Tony has created a plan to stop Simon having to go to Uganda and at the same time he intends to do something to help the villagers who have suffered because of the volcano.

Stopping at this exciting point fills the reader with suspense and makes him / her want to read the next chapter to see what happens.

We wonder:

- How will Tony help the villagers after the disaster?

Chapter 12 paves the way for the resolution to come in chapter 14.

**The Writer's Use of the Cliffhanger**  
**Group Discussion**

In your group:

- Read the ending of Chapter 12
- Discuss the ending in your group
- Discuss what the writer makes the reader feel at the end of this chapter
- Discuss the thoughts that are in the reader's mind
- Make brief notes in the [table supplied](#) so that you can report back to the class

**Chapter 13:**

A number of very important plot items emerge in this chapter. Your task is to rearrange them into the correct order in the [table supplied](#).

**Chapter 14**  
**The Resolution**

The resolution to a novel is where all the different parts of the plot are brought together to create a satisfying ending.

Mark Frankland tries to bring the story to a satisfying conclusion by tying up the 'loose ends', and by changing the situation in both Africa and Glasgow for the better.

**Group Discussion:**

In your group think about the situation at the beginning of the story, and the situation at the end. Discuss the many changes in your group and note them down in the [grid supplied](#).

**Critical Essay**

**Finally, your critical essay!**



**The Question:**

How does the writer Mark Frankland use the setting, characterisation and plot of the novel, 'The Drums of Hampden' to make it more exciting for the reader?

**You now have to prepare for your critical essay, you need to:**

- write an introductory paragraph identifying the title of the story, the author, and the kind of story
- write about HOW the writer 'hooks' the reader in the opening chapters
- write about HOW the writer sustains your interest as the story develops
- write about HOW the writer uses climax and anti climax
- write about HOW the writer develops the settings of Africa and Scotland
- write about HOW the writer contrasts characters such as Simon and Jimmy
- write about HOW the writer gets across his theme through the use of irony
- write about HOW the writer uses the disaster in Uganda to pave the way for the resolution at the end
- write about HOW the writer ties up the loose ends

Click [here](#) for a READING FRAME for CRITICAL ESSAY.