



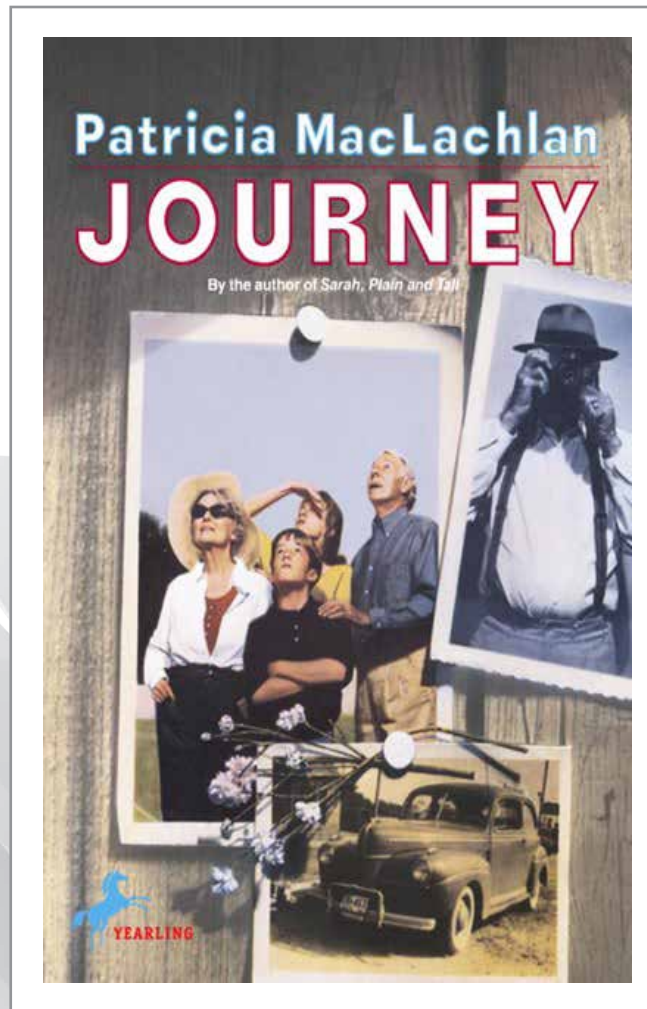
**TEACHER GUIDE**

**GRADES 6-8**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# Journey

Patricia MacLachlan



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# Journey

Patricia MacLachlan

## TEACHER GUIDE

**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

---

**ISBN 978-1-50203-915-6**

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your  
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

## Table of Contents

Summary .....	3
About the Author.....	3
Introductory Activities .....	3
Vocabulary Activities.....	14
Chapter-by-Chapter.....	16
Chapters contain: Summaries, Vocabulary Words, Activities, Discussion Questions and Activities, Supplementary Activities	
Concluding Activities .....	26
Literature Circles in the Novel Units Approach .....	29
Cooperative Groups as a Strategy with the Novel Units Approach .....	31

## Skills and Strategies

### Literary Elements

Point of view, character development, figurative language, similes, theme, setting, plot, resolution, identifying attributes, conflict, analysis/evaluation

### Thinking

Brainstorming, predicting, visualizing

### Vocabulary

Word mapping, synonym sequencing

### Listening/Speaking

Interview, guest speaker, scene

### Comprehension

Comparison/contrast, story map

### Writing

Literature log, persuasive, conversation, letter, news story

### Other

Illustrations, music, photographs, collage, sketching, puzzle

---

## Summary of *Journey*

*Journey*, by Patricia MacLachlan, is a short sparse story of the summer after Liddie answered her wanderlust and left. Eleven-year-old Journey tells of his search for an explanation of why his mother left him. His grandparents, with whom he and his older sister Cat and his mother had been living, were nurturing and saw to his needs. The narrator's reminiscent style contributes to the beautifully drawn characters. Understanding, resolution, and growth are shown in all the characters, and the reader may shed a tear as the pages are turned.

## About the Author

Patricia MacLachlan was born in 1938 in Cheyenne, Wyoming, graduated from the University of Connecticut, and now lives in Williamsburg, Massachusetts, with her psychologist husband. They have three grown children. She was the 66th Newbery Medal Winner for her book *Sarah, Plain and Tall* (Novel Unit available).

Her other books include:

*Arthur, for the Very First Time*  
*Cassie Binegar*  
*The Facts and Fictions of Minna Pratt*  
*Mama One, Mama Two*  
*Seven Kisses in a Row*  
*The Sick Day*  
*Three Names*  
*Through Grandpa's Eyes*  
*Tomorrow's Wizard*  
*Unclaimed Treasures*

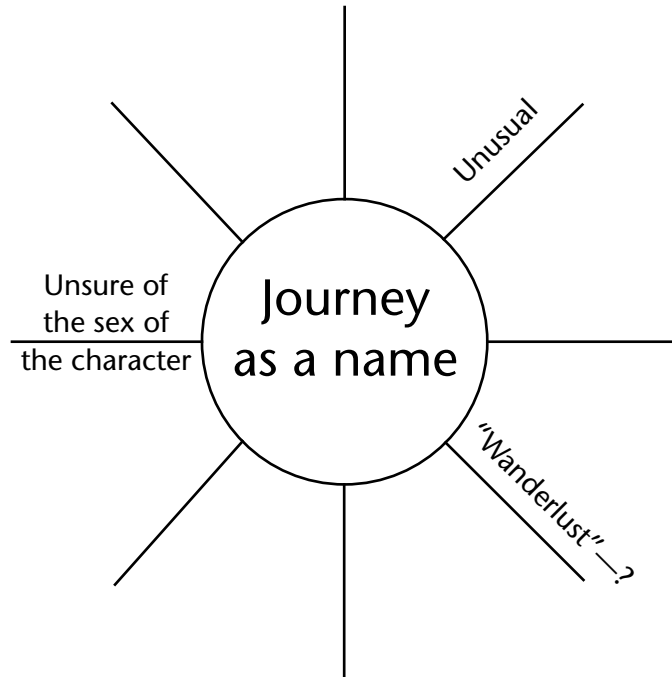
## Introductory Activities

(Several choices are provided from which the teacher may choose for the particular students involved.)

1. Anticipation Guide: Complete prior to reading. (See page 5 of this guide.)
2. Look at the quotations that the author has included at the beginning of the book. What do they mean? What do they suggest about the book?
3. Read the first page of the book aloud. Ask students to close their eyes and picture the scene, then discuss the feelings of the passage's speaker.
4. Complete "Setting the Stage for Your Reading" individually after class discussions on the book. (See pages 6-7 of this guide.)
5. Consider these words which have been used to describe this book: "sparse," "remarkable." What do you predict?
6. What does the title of the book suggest?

---

7. Journey is a name. What does that information suggest to you?



8. Discuss these themes from the book: Parental responsibility, restlessness, abandonment, honesty, change, dealing with disappointment.

9. Tear up several pictures from magazines. Stir the pieces up, and ask students to reconstruct the photos. Discuss their feelings. How would you feel if these were your family pictures instead of disposable magazine pictures? You've simulated one of the incidents in the story. Watch for it as you read!

10. Patricia MacLachlan has written many children's books. She was awarded the Newbery Medal for *Sarah, Plain and Tall*. What do you expect/predict for such an author's book?

---

## Beginning Note (unnumbered page)

### Vocabulary

explosions

laurel

mildew

trembled

### Discussion Questions and Activities

1. Why does the author choose to have “Mama” be the first word of the book? (*Answers vary. The mother’s actions set up the situation of the story. Mama’s nature will influence the mood of the book. A child of eleven is close to his mother.*)
2. Compare the different reactions to Mama being gone. Line the reactions up on a continuum. (*resignation, disbelief, irritation, quiet acknowledgment*)
3. Why does Journey hit his Grandfather? (*Journey is sad and doesn’t want to believe that his mother would leave him.*)

### Supplementary Activity

**Writing:** How do people react when they are disappointed? Relate an example from your experiences.

## Chapter One, Pages 2-6

### Summary

The family adjusts to Liddie’s leaving, each in his/her own way.

### Vocabulary:

cow pie (2)

hocks (2)

muck (2)

currant (2)

dimwitted (3)

secretive (4)

blunt (4)

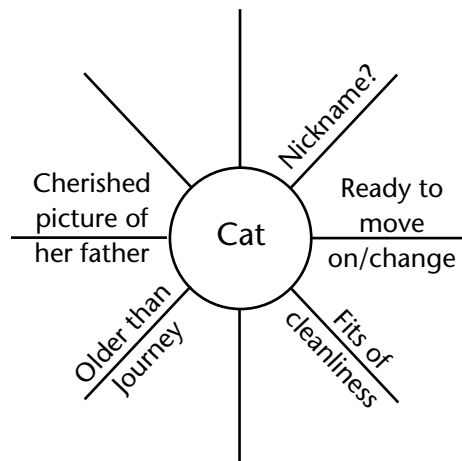
dismayed (5)

startle (6)

fury (6)

### Discussion Questions and Activities

1. What kind of pictures does Grandfather take in Chapter One? (*common farm scenes, self-portraits*) Would you want copies of those pictures? Why or why not? (*Answers vary. The pictures might be interesting as one learning photography, but artistically the pictures probably weren’t particularly memorable.*)
2. Who is Cat? What do you know of her? Record on an attribute web.



- 
3. Who narrates the story? (*Journey, an eleven-year-old rural boy*) What do you expect in such a book? (*short sentences, a child-like adolescent vantage*)
  4. Why was Journey's voice harsh about the sweatshirt? (*Giving it away meant Cat was moving away from Mama.*)
  5. What did Grandfather's first photograph of Journey reveal? (*He was angry—because of the sweatshirt, because of being abandoned.*)

### Supplementary Activities

1. What's it like to be raised by grandparents? Interview friends and then write a diary entry to answer.
2. What would Cat write in a diary or journal or summarize on a computer about the events in Chapter One?

## Chapter Two, Pages 6-13

### Summary

A letter that wasn't a letter arrives for Cat and Journey.

### Vocabulary

stills (6)

flatly (7)

sun-dappled (10)

mingling (10)

squishing (12)

### Discussion Questions and Activities

1. What is a "letter that wasn't a letter"? (*letter with money for Cat and Journey, but no correspondence and no return address*)
2. How did you feel as you read this chapter? How does the author create the feeling and mood? (*dialogue, frank, blunt descriptions of the characters' emotions*)
3. Why does Grandfather take photographs? (*It's his way of coping with the sadness because Liddie has left.*)
4. Explain the three asterisks on page 10 and the use of italics on pages 12 and 13. (*The asterisks indicate a break in time or place. The italics are used for the flashback in which Journey remembers an earlier incident. Not all flashbacks are printed in italics.*)
5. How did the photograph album help Journey? (*He had some tangible memories of his mother to view, and the expression on her face started his understanding of her and her need/desire to leave.*)

### Supplementary Activities

1. Collect a list of significant objects which are carefully described in the story and especially add to its impact; e.g., the sweatshirt, a picture of Journey, the letter that wasn't a letter. Create a word or picture collage of the objects. Add to it as you read on.
2. Begin an attribute web for Journey. (See page 18 of this guide.)