

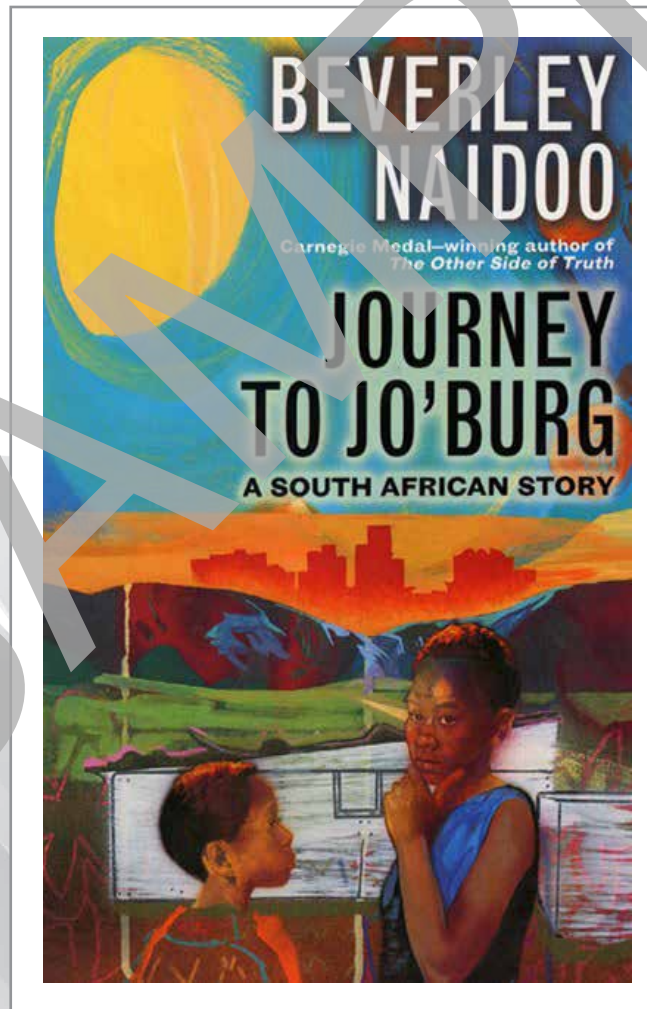


STUDENT PACKET

GRADES 3-5

Journey to Jo'burg

Beverley Naidoo



READ, WRITE, THINK, DISCUSS AND CONNECT

Journey to Jo'burg

Beverley Naidoo

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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 978-1-50204-716-8

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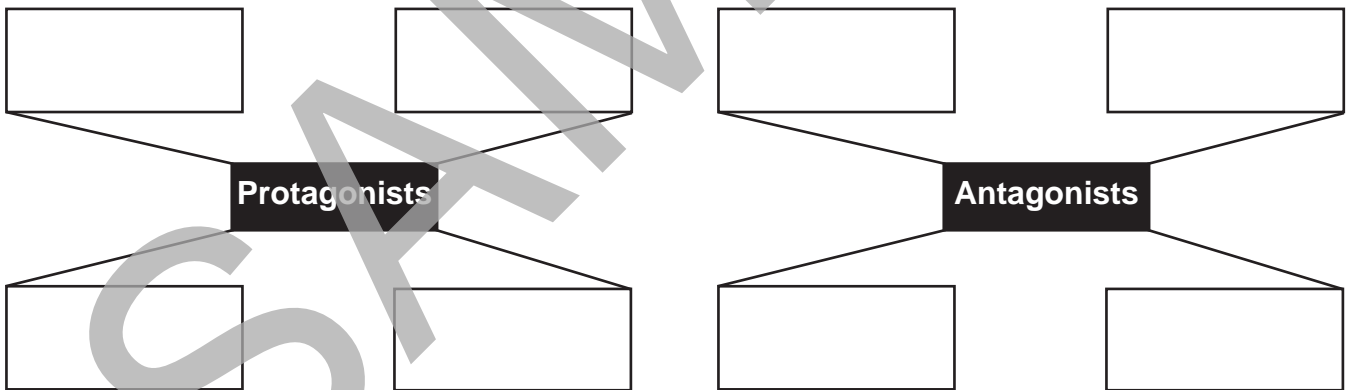
Name _____

The main character in a story is called the **protagonist**. Sometimes we call the protagonist the hero or heroine (the “good” person). The character who opposes the hero in a story is called the **antagonist**. Sometimes we call the antagonist the villain (the “bad” person).

Directions: Think about stories you have read. Who were some of the protagonists (heroes/heroines) in these stories? Who were the antagonists (villains)? List some of the protagonists and antagonists and the stories in which they appeared.

Protagonists	Antagonists	Story

Complete the charts below by listing some common characteristics of protagonists and antagonists. For example, a protagonist is often brave. An antagonist may be cunning or cruel. Sometimes the antagonist is not just a person but a belief or custom.



As you read *Journey to Jo'burg*, decide who is the protagonist and who or what is the antagonist. Notice their characteristics and compare/contrast them to the characters you listed in the chart above.

Name _____

Chapters One–Three, pp. 1–15

1. Why are Naledi and Tiro worried?
2. Why can't Dineo go to the hospital?
3. How far is Johannesburg from Naledi's village?
4. Why must Naledi retrieve the last letter her mother sent?
5. What information in the first chapter indicates that Naledi's family is struggling financially?
6. Why are Naledi and Tiro traveling to Johannesburg?
7. What do Naledi and Tiro eat at the end of their first day's journey?
8. Who are Naledi and Tiro afraid they will meet in the unfamiliar town?
9. What item is required in order to change jobs or visit a town?
10. What do Naledi and Tiro see growing on the other side of the barbed wire fence?
11. Why do Naledi and Tiro hide the orange peels?
12. What does the young boy bring Naledi and Tiro to eat?
13. Where do Naledi and Tiro sleep?
14. What will keep Naledi and Tiro warm?
15. What do *sala sentle* and *tsamaya sentle* mean?

Chapters Four–Six, pp. 16–28

1. What causes Tiro to awaken in the morning?
2. Why doesn't the truck driver take the children back home?
3. What is the truck driver hauling to Johannesburg?
4. What does *Rra* mean?
5. How is riding in the truck different from walking?
6. Why does Naledi suddenly grab hold of her brother?
7. Why is Naledi's mother working in Johannesburg?
8. What does *baas* mean?
9. What is the "city of gold"?
10. Where was Naledi's father working when he died?
11. Why must Naledi and Tiro take the bus instead of walking to where their mother works?

Name _____

Journey to Jo'burg
Activity #5 • Vocabulary
Chapters Seven–Nine, pp. 29–44

stifled (30)	embroidered (33)	heaved (35)	surge (36)
hurling (36)	dismay (36)	sprinted (37)	clambered (37)
urgently (37)	frantically (37)	loafer (39)	

Antonym	Vocabulary Word	Synonym

Name _____

Solving Problems

Directions: List six problems the characters in the novel face. Then complete the rest of the chart. For each problem, circle which solution you think is best—yours or the character's.

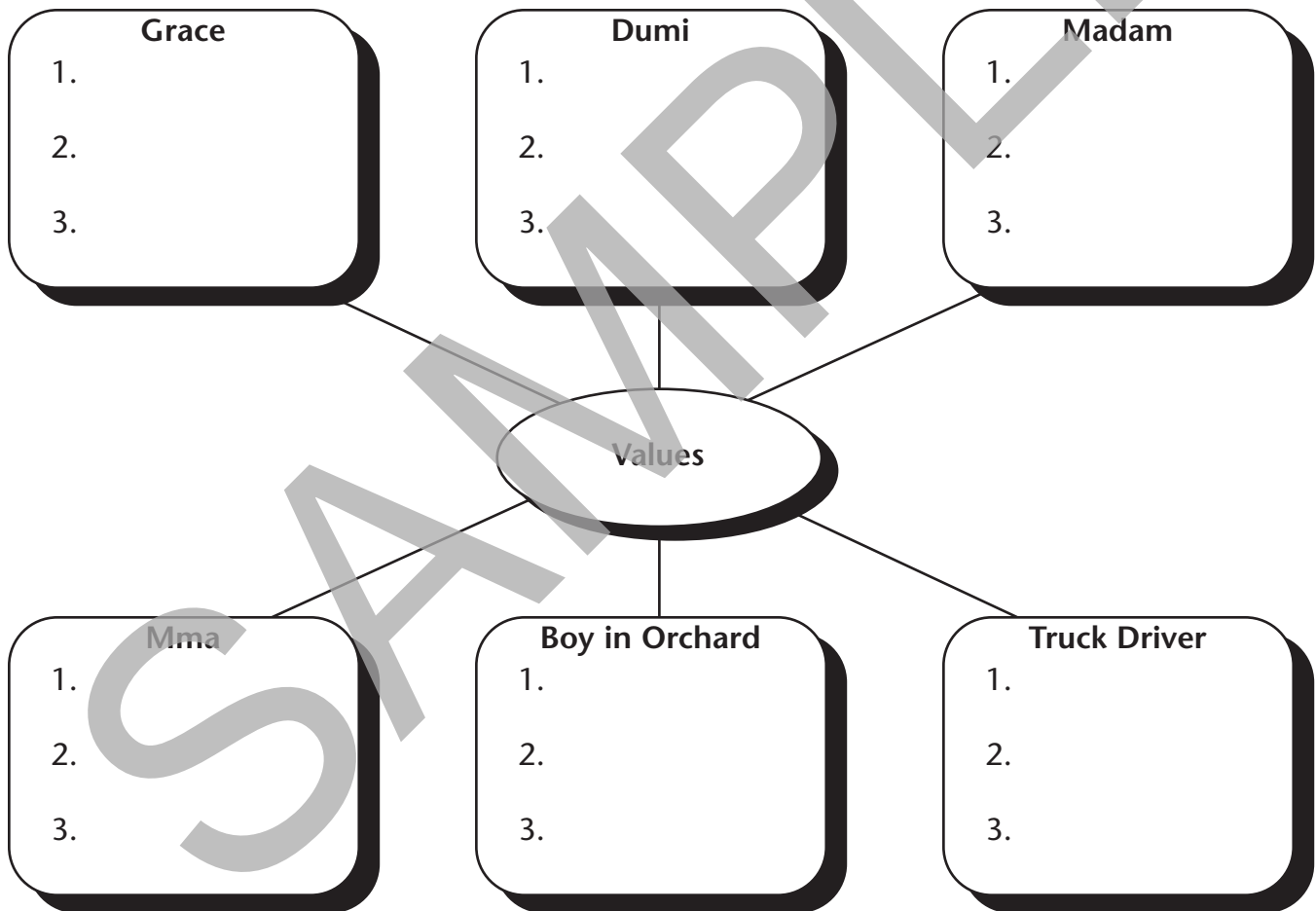
Problem	Character's Solution	Your Alternative

Name _____

Understanding Values

Values represent people's beliefs about what is important, good, or worthwhile. For example, most families consider spending time together as very important—it is something they value.

Directions: Think about the following characters from *Journey to Jo'burg* and the values they have: Grace, Dummi, Madam, Mma, the boy in the orchard, the truck driver. What do they value? What beliefs do they have about what is important, good, or worthwhile? On the chart below, list each character's three most important values, from most important to least. Be prepared to share your lists during a class discussion.



After you have finished the chart and participated in the class discussion, think about which character seems to have values most like your own. Write a paragraph that explains why you chose this character.