



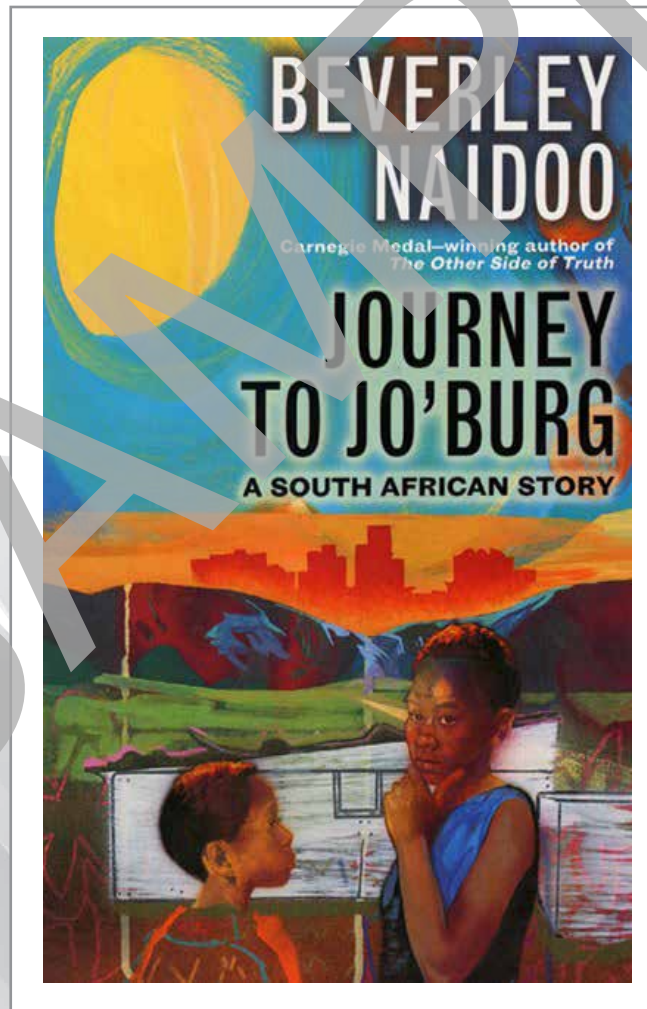
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Journey to Jo'burg

Beverley Naidoo



READ, WRITE, THINK, DISCUSS AND CONNECT

Journey to Jo'burg

Beverley Naidoo

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!

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Skills and Strategies

Thinking

Identifying attributes, research, compare/contrast, pros/cons, brainstorming, problem solving, creative thinking, critical thinking

Comprehension

Predicting, sequencing, problem solving, cause and effect, inference, anticipating

Vocabulary

Target word charades, target word maps, synonyms, antonyms, defining, parts of speech, context clues

Listening/Speaking

Interviewing, discussion, oral reports, music

Literary Elements

Literary analysis, time lines, story mapping, plot development, setting, characterization

Writing

Character journal, advertisements, personal writing, creative writing, riddles, summaries, posters, poetry, letter writing

Across the Curriculum

Social Studies—maps, research; Science and Health—nutrition, healthcare; Art—drawing, design and color, puppet making, advertisements, illustrations; Technology—Internet research

Genre: fiction

Setting: Johannesburg, South Africa; 1980s

Point of View: third-person

Themes: poverty, courage, racial discrimination, freedom

Conflict: person vs. society; person vs. self

Style: narrative

Date of First Publication: 1985

Summary

Journey to Jo'burg tells the story of two South African children, thirteen-year-old Naledi and her nine-year-old brother Tiro, who embark on a journey to Johannesburg to retrieve their mother. Along the way, Naledi and Tiro experience danger and discrimination. They are exposed to a world they never knew existed beyond their village, and their lives are forever changed by the experience.

About the Author

Beverly Naidoo lived in South Africa before moving to England to study at the University of York. She worked as a primary and secondary school teacher in London and wrote a book examining nonfiction books on South Africa. Her idea for *Journey to Jo'burg* was inspired during meetings with the Education Group of the British Defence and Aid Fund for South Africa. It is her first work of fiction.

Initiating Activities

1. **Journey Map:** Have the students study the map at the beginning of the book and recreate it on a large poster board. Display the map in the classroom for use during discussion time and activities.
2. **Research:** Have the students research the policy of “apartheid” in South Africa and respond to the following questions: What does apartheid mean? Who does it affect? What are some of the laws enforced under apartheid? When did it begin? What has been done over the years to end apartheid? Who is Nelson Mandela and what has his role been in relation to apartheid? Discuss as a class what the students discover.
3. **Prediction Chart:** Have students set up a Prediction Chart (see page 6 of this guide) to use as they read the book.
4. **Previewing the book:** Have students look at the cover and answer the journalist’s questions about what they see: Who? Where? What? and Why? (See Getting the “Lay of the Land” on page 7 of this guide.) Based on their answers, the students should predict the plot of the book.
5. **Character Journal:** List the main characters from *Journey to Jo'burg* and have the students choose one. As they read the book, have the students write regular entries from that character’s point of view. Journal entries should reflect on the events of the story. At various points in their reading, have students share their journals with classmates.

Getting the “Lay of the Land”

Directions: Prepare for reading by answering the following short-answer questions.

1. Who is the author?

2. What does the title suggest to you about the book?

3. When was the book first copyrighted?

4. How many pages are there in the book?

5. Thumb through the book. Read three pages—one from near the beginning, one from near the middle, and one from near the end. What predictions can you make about the book?

6. What does the cover suggest to you about the book?

Story Map

Directions: Select five important events from the novel and put them sequentially into this flow chart. Be sure to choose events that cover the plot through the last chapter.



Chapters One–Three, pp. 1–15

Naledi and Tiro secretly start on their journey to Johannesburg to locate their mother. They hope to find her and bring her home in time to help their ill baby sister.

Vocabulary

kilometers (1)
clutched (2)
bluntly (2)
retorted (4)
glinted (6)
confident (7)
skimmed (7)
scramble (11)
reassured (13)
whipped (13)
beckoned (14)

Discussion Questions

1. Why is Naledi afraid to look at the graves? (*The graves remind her that, just like other little children in the village, her little sister could die from her illness. Answers will vary. p. 2*)
2. Why doesn't Tiro try to talk Naledi out of walking to Johannesburg? (*He knows he cannot talk her out of anything once she makes up her mind. p. 4*)
3. Why do you think Naledi's mother works in Johannesburg? (*She has to earn money to buy food and clothes for her children. Answers will vary. p. 4*)
4. Compare and contrast Naledi's life with your life. (*Answers will vary, throughout section.*)
5. Why are Naledi and Tiro fearful as they pass through the unfamiliar town? (*They are afraid a policeman will stop them because they are strangers. p. 8*)
6. Why might the police be unkind to Naledi and Tiro? (*They don't have the necessary pass to travel through the country. p. 8*)
7. Why would the farmer want to shoot Naledi and Tiro for taking oranges? (*They are trespassing on his property and eating his oranges. p. 11*)
8. Why does the young boy from the orange grove help Naledi and Tiro? (*He knows they are hungry and tired and that they mean no harm. p. 14*)

Supplementary Activities

1. **Character Attributes:** Have the students use the Character Attribute Web on page 10 of this guide to make notes about Naledi and Tiro. Students should update their entries as they read. Keep extra forms on hand for students to complete as they read about characters mentioned later in the book.
2. **Story Map:** Have the students begin the Story Map on page 14 of this guide to use as they read the story. As they read, they should add new information about characters, settings, problems, and events.
3. **Science/Nutrition:** Naledi and Tiro eat a sweet potato and oranges on their journey to Johannesburg. In what food groups do these foods belong? What kinds of foods are they missing to have a balanced diet?
4. **Social Studies/Math:** Have the students plot Naledi and Tiro's progress on the journey map they created (see page 3 of this guide, Initiating Activity #1). Use the key to calculate the distance they travel (in both kilometers and miles).
5. **Social Studies/Mapping:** Have the students look at an atlas to determine the distance between their hometown and Johannesburg. The students should determine the various modes of travel one could use to travel from their hometown to Johannesburg.