

Journey to Jo'burg: A South African Story

by Beverly Naidoo

Classroom Favorites

Teacher's Guide written by Jennifer Lee Richards

A Perma-Bound Production

Synopsis

Mma lives and works in Johannesburg, far from the village thirteen-year-old Naledi and her younger brother, Tiro, call home. When their baby sister suddenly becomes very sick, Naledi and Tiro know, deep down, that only one person can save her. Bravely, alone, they set off on a journey to find Mma and bring her back. It isn't until they reach the city that they come to understand the dangers of their country, and the painful struggle for freedom and dignity that is taking place all around them.

Author Sketch

Beverley Naidoo was born May 21, 1943, in Johannesburg, South Africa, the daughter of Ralph (a composer and music copyright manager) and Evelyn (a broadcaster and theater critic) Trehwela. She married Nandhagopaul Naidoo (a solicitor), February 1, 1969. They have two children, Praveen and Maya. Naidoo received a B.A. in 1963 from University of Witwatersrand, South Africa, and a B.A. (with honors) in 1967 from University of York. She earned her Certificate of Education in 1968. Her home address is: 13 Huntly Rd., Bournemouth, Dorset BH3 7HF, United Kingdom. Her agent's name and address are: Gary Carter, Roger Hancock Ltd., Greener House, 66/08 Haymarket, London, SW1Y 4QW, United Kingdom. Her office address is: c/o Harper & Row, 10 East 53rd St., New York, N.Y. 10022.

Naidoo's career began in 1969 as a field worker for Kupugani Non-Profit Nutrition Corporation in Johannesburg, South Africa. She then became a primary and secondary teacher in London, England in 1969. She became a writer in 1985 and a researcher in 1988.

Naidoo is a member of the Education Committee of the British Defence and Aid Fund for Southern Africa and the Anti-Apartheid Movement.

Naidoo spoke about her childhood during her acceptance speech for the 1986 Children's Book Award from the Child Study Children's Book Committee for *Journey to Jo'burg: A South African Story*.

"I was brought up with the usual conceptions most white South Africans have, completely taking for granted the services of our cook-cum-nanny, whose own three children lived more than 300 kilometers away, cared for by...I don't know. She provided much of my actual mothering. We knew her as 'Mary,' I don't know her real name. What I do recall, with the vivid intensity of one of those seminal childhood experiences, was how when I was perhaps eight

or nine, Mary received a telegram and collapsed. The telegram said that two of her three young daughters had died. It was diphtheria — something, for which I as a white child, had been vaccinated.

"It was only years later that I began to realize the meaning of that scene. I must have continued to spout with the arrogance of white youth the customary rationalizations — that Mary, and those who followed her, were lucky because we gave them jobs, sent presents to their children at Christmas, and so on. I still feel intensely angry about the racist deceptions and distortions of reality which the adult society passed on to me as a child."

Critic's Corner

For her book, *Journey to Jo'burg: A South African Story*, Naidoo received the Other Award from *Children's Rights Workshop* in 1985, and the Children's Book Award from the Child Study Children's Book Committee at Bank Street College of Education in 1986. The title was also selected as one of Child Study Association of America's Children's Books of the Year in 1987 and a Parents' Choice Honor Book for Paperback Literature from the Parents' Choice Foundation in 1988.

Naidoo's other writings are:

Censoring Reality: An Examination of Books on South Africa, ILEA Centre for Anti-Racist Education and British Defence/Aid Fund for South Africa, 1985.

(Editor) *Free as I Know*, Bell & Hyman, 1987.

Chain of Fire, Collins, 1989, Harper, 1990. (Also carried by Perma-Bound.)

Illustrator Sketch

Eric Velasquez was born and raised in New York City, and earned his BFA at the School of Visual Arts. He has also studied at the Arts Students League of New York and has exhibited his paintings and drawings at the Mussavi Art Center, the Pastel Society, and the Society of Illustrators.

General Objectives

1. To learn about and discuss how racism and prejudice have affected the world
2. To discuss the concept and reality of "freedom"
3. To discuss bravery

Specific Objectives

1. To learn about the treatment of blacks in South Africa in the past and present as well as monitoring future political changes there
2. To learn about South Africa culturally, geographically and politically

Meaning Study

In the Critic's Corner it explains that Naidoo's aim was to make her book accessible to a wide audience with few challenging words or concepts that would cause children difficulties. However, following are some descriptions with which your students may need some clarity or explanation. Be sure to have students read the entire sentence that contains the difficult text and to read any previous or following text which would assist them in their understanding of the terminology. Below are examples, divided into chapter citations and with page listings. (Be sure to check the Glossary on page 77 for definitions of Afrikaans and Tswana words.)

Chapter 2:

So, without even speaking, Naledi and Tiro knew the fear in the other's heart as they walked through the strange town. (p. 9)

Chapter 4:

The heat sank into them and they felt the sweat on their bodies. (p. 17)

Chapter 5:

The children thanked him again and they made their farewells, before he was swallowed up once more among the city people. (p. 24)

Chapter 6:

Grace had warned them that in the rush hour you were almost squeezed to death. (p. 27)

Chapter 7:

So when Naledi spoke about Grace and her offer to take them to Soweto, Mma seemed of two minds. She knew Grace's mother well, but Soweto was also dangerous. (p. 33)

Chapter 8:

The white officer took a threatening step forward. He looked murderous. (p. 39)

Chapter 10:

BLACKS ARE NOT DUSTBINS. (p. 45)

Thematic Teaching Ideas

The book *Journey to Jo'burg* could be incorporated into a variety of units of study. It could be included in an author unit, or used in a study of South Africa. It could also be incorporated within broader studies with themes like: "Racism and Prejudice," "Freedom," or "Courage." Activities listed below could fall under more than one category. Teachers are encouraged to mix and match their choices of activities and are invited to extend, elaborate and adapt any ideas listed below. Page citations make reference to events of the story which pertain to the activity listed.

Language Arts Activities

These activities include student involvement in reading, writing, listening, and speaking activities.

1. Learn how to pronounce and learn the meanings of the Afrikaans and Tswana words used in the story. (See Glossary p. 77)
2. Before reading the book, have students read the table of contents and predict what the story will be about.
3. Note that the name of Johannesburg is nicknamed Jo'burg in the title and in the story. Find out if this is a commonly used abbreviation and by whom.
4. Create diary entries as they might have been written by Naledi, Tiro or Grace.
5. Have students discuss and write about their placement in the family and how it affects their life. (Being the oldest or only child, the first born, middle, or youngest child, etc.) Make family trees or timelines about family members' and the students' own lives.
6. Discuss if the students feel that purchases from South Africa by the United States and other countries really states that the countries support apartheid. How do the students feel about this? Have they heard of embargoes and boycotting? How do they think this would affect South Africa's government?
7. Nono doesn't want to send Mma a telegram. (p. 4) Show the students some telegrams. Have them notice their brevity and discuss why (cost). Have students write some telegrams. Have them check each other's telegrams for conciseness.
8. Take a poll, how many of the students have taken a ride on a train? (p. 6)
9. Discuss what Naledi means when she says, "Come on! We must get on...." (p. 7 — Keep going.)
10. Take a poll of student feelings toward Naledi's denial that she and Tiro were "thieves." Do the students think Naledi was right to take oranges? How many of the students would have taken oranges. Why? If yes, would they have felt they were thieves? (p. 11)
11. Notice how Naidoo uses breaks in the text to add drama or to show there has been a change in the story, such as a span of time or a setting change. Have students try to notice this in other books and possibly incorporate it in their own writings. (For one example, see p. 11)
12. Discuss children's perceptions of police officers in America. How would they feel about South African police officers? Research about the passes South African black people have to carry. Would the students like it if they had to carry passes? (p. 8)
13. Research about prison farms. (p. 8)

14. Discuss why there are barbed wire fences. (p. 10)
15. Note that on page 11 the text reads, "He spoke Tswana, their own language." Does this mean that throughout the story Naledi and Tiro are really speaking Tswana to each other, but because English readers couldn't understand, the text is in English? Notice how Naidoo has made sure some key Afrikaans and Tswana words have been incorporated into the story.
16. Notice and discuss the fact that the boy at the orange farm calls his employer "the white farmer" instead of by name. (p. 11)
17. Note Naidoo's use of the exclamation mark. (Some examples: pp. 10, 11, 19, 27, 32, and 61.) Discuss how students can use this form of writing in their own literary works. (p. 72)
18. Note the use of capital letters for a dramatic effect. (pp. 11 and 17) Discuss how students can use this form of writing in their own literary works. (p. 72)
19. Note the placement of the picture on page 12. Wouldn't it have been nicer to have it earlier in the story? Discuss publishing demands.
20. Debate whether the students would have trusted the boy at the orange farm. (p. 13)
21. After reading the story about Poleng's brother, discuss who probably whipped the boy. What do the students think about this? (p. 13)
22. Discuss the fact that Rra is used to mean "father" and as a polite term for a man used by children. What term(s) do we use in America? (for example, sir) (p. 17)
23. Discuss the fact that this is the children's first trip in a truck and they are thirteen and nine. (p. 19)
24. Discuss the fact that the children can't live with their mother. How would the students feel about this? Are there any students who have parents who must work away from home or for long hours? (p. 20)
25. Discuss the fact that "the white laws" won't let the children live with their mother. Why? How do the students feel about segregation? (p. 20)
26. Note the use of italics for the words *my* and *baas*. (p. 21) This was not just done to show a word was foreign, but for expression as well. Discuss how students can use this form of writing in their own literary works. (p. 72)
27. The truck driver says, "Look out for the mine dumps..." Discuss that the term "look out" here means "look for," not to be careful. (p. 22)
28. Discuss Naledi and Tiro's father's death and the way he died. (p. 22)
29. Discuss the fact that Naledi and Tiro's father was only able to come home once a year. (p. 22)
30. As discussed in the Author Sketch information Naidoo chose not to use difficult descriptive language in the text of this book, but on pages 22-23 she must create "pictures in students' heads" with her description: "'This must be Jo'burg!' exclaimed Naledi, as the truck raced along a great wide road toward tall shapes that speared up into the sky. There was noise, smoke and a horrid smell coming from the traffic. So many cars, so many people!" Have students discuss this passage and share their visions of "Jo'burg." Possibly illustrate these images.
31. When Grace first meets Naledi and Tiro and finds out where they are going she says, "But this is near where my mother works." The word "but" here sounds awkward. Discuss whether or not Naidoo used the word for emphasis of Grace's surprise. Maybe Grace could have said, "Oh! This is near where my mother works." (p. 26)
32. What does Naledi mean, "Mma never spoke out like that" ? (p. 26) Relate to the freedom of speech we have here in America.
33. Stop on page 28 and discuss what Grace meant about the children needing a place to stay. What did she mean? Why wouldn't the children be able to stay with Mma?
34. Note the term "Madam" that Mma calls her employer. Discuss if this is simply a term of respect such as calling someone "Ma'am" here in America. (p. 30)
35. Discuss the fact that the children were served with tin plate and not the "glistening [glass] plates." What message could this send the black people? (i.e.: "You are not good enough to eat on the good plates.") (pp. 32-32) Also note that the tin plates are kept in a separate cabinet, again showing the extremes segregation is carried to.
36. Discuss the fact that the children are used to sharing a bedroom and beds together. (p. 33)
37. After reading page 33 discuss the fact that Madam is implying that the police would have to know that Naledi and Tiro were there. Why couldn't she just let the children stay with Mma for the night? Also have students discuss how they feel about the fact that Madam won't let Mma leave immediately to help Dineo. What about the fact that Madam threatens Mma that if she isn't back in a week she'll "have to look for another maid."? How do the students feel about the treatment Madam gives Mma? How would the students have wanted Madam to respond to Mma's problem? (p. 32)
38. Discuss what the students would have done if they had gotten separated from Grace. (p. 36)
39. Discuss the fact that the city houses where the blacks live have no trees and the houses are all the same, gray, small block shape. (p. 39)
40. Do the students think the boy was brave or violent to throw a rock at the police van? (p. 40) What would they have done?

41. Read and discuss the passage where Grace says, ““Our people wash and clean up for others all day, but look how we must wash ourselves!”” (p. 43) What does Grace mean?
42. What does Grace mean when she says, “...[Y]ou mustn’t go shouting about it.”” (p. 44 Telling others, but not necessarily by shouting.)
43. Read South African newspapers from 1976 or create front pages for the information in chapter 10, “Grace’s Story.” (pp. 45-49) Have students discuss if they think the events were reported factually or through racist eyes.
44. Discuss and write on what the expression, “BLACKS ARE NOT DUSTBINS” means. (p. 45)
45. Have students each write what could have been in Dumi’s letter. (p. 46)
46. Have students write declarations, songs, narratives, whatever, to share with classmates about what they believe “freedom” is. (p. 49)
47. Discuss, what Naledi would learn if she were able to attend a “school with freedom”? (p. 49)
48. Have students pretend they are Naledi and write Grace a thank you note for her help and friendship. (p. 51)
49. Note the break on page 55. Have students write essays about what else they think Naledi was thinking about.
50. Why do the children feel they can’t even trust their mother with the story about Dumi? Would the students have told their parent(s)? (p. 51) Note that even when the children realize Mma knows about Dumi they don’t share what they know. (p. 55)
51. Discuss Mma’s strong statement on page 54 about the children who marched in the streets. (The fact that the children were prepared to die for their cause.) Do the students feel this strongly about an issue? How would the students like it if all they had to look forward to was to be a servant? Discuss the “American Dream” of being able to “grow up to be whatever you want to be.” Do the students completely believe this anyway?
52. Check the map at the beginning of the book and discuss if Tiro did see the same orange farm. (p. 55) Have students create maps that show their neighborhood or city.
53. Discuss the statement, “It wasn’t often a car came by this way.” (p. 57) How does automobile travel affect the students’ lives? Have them analyze how it would affect life if they had to give up car travel for a week. Could they still participate in their regular activities?
54. Discuss the fact that there are so many people having to wait at the hospital, and outside. (p. 58)
55. Discuss the concept of being patient. Are the students patient? Could they have been in this situation? (p. 59)
56. Discuss Mma’s kindness to the young mother. (p. 63)
57. Discuss how frightening it would be to have your child handed back to you in a plastic bag. (p. 63) Discuss how frightening this experience would be for a child like Naledi, especially with her sister being so sick.
58. Discuss the fact that Naledi notices a difference in her own maturity. (p. 64) Have the students share about experiences when they have surprised themselves with their maturity.
59. Discuss the fact that Mma’s “presents” were items that she had bought from “jumble” sale. (Used items from white families.) (p. 66)
60. Discuss the fact that the family did not visit Dineo for the three days she was at the hospital. Do the students think they were not allowed to visit, or that the cost to take a taxi was too great and the walk too difficult to repeat six times? How would the students feel if they had to trust a doctor to take care of their child without their supervision? How do you think Dineo felt when she became well and didn’t know where she was, or have anyone she knew with her.
61. Discuss the fact that Mma had to borrow money and yet the family is only just getting by to begin with. How will she repay the money? What will the family have to do without in order to save money to give back to their lenders? How will the families who lent Mma the money survive? (p. 67)
62. Note that Nono calls Dineo, “My child.” Is she really Nono’s child? (Not biologically, but since she takes care of her, her reaction is understandable.) (p. 69)
63. Discuss the fact the Mma is not being paid while she is home. Have students ask their parents if they have “sick days” that they can take even if it’s a family member who is sick, not themselves. How do the students feel about this? (p. 70)
64. Discuss the fact that Naledi says crying won’t help. (p. 71)
65. What does Grace mean, ““We’re pushed all over the place, but it won’t be like that forever?”” Have students discuss the meaning of this passage. (p. 71)
66. Ask the students how they would feel if their schooling was learning to write a letter about wanting to be a servant and having to sign the letter, “Yours obediently.” (p. 72)
67. Have the students thought about what they want to be “when they grow up?” Did they ever feel like they didn’t have a choice? (p. 72)
68. Have students pair up to become either Naledi or Grace and have them create letters that Naledi and Grace would have sent to one another. Be sure to really allow students to correspond

with one another so that the students are answering each other questions. (p. 72)

69. Note and discuss Naidoo's use of ellipses. (...) Discuss how students can use this form of writing in their own literary works. (p. 72)
70. Have students first predict and then later write narratives as to why Chapter 15 is titled "Hope." For who, what, where, or when is the title to represent? (p. 75)
71. Have students write a Chapter 16, telling what Naledi does when she gets to school. Does she talk with the older kids? If so what does the group do? Do they have an effect on the government?

Across the Curriculum

These activities are separated by subject but may be integrated into the general studies of the classroom so that together with the Language Arts Activities a comprehensive study of the book or a chosen thematic unit can be made.

History/Social Studies:

1. Research, discuss and write about: Beverley Naidoo; Eric Velasquez; South African cultural, governmental and social life; human rights; apartheid; anti-apartheid movements; freedom movements which have and are occurring throughout the world; racism, oppression and prejudiced behavior which has occurred and continues to occur throughout the world; South African leaders such as Nelson Mandela and political changes in South Africa such as a move to "representational government."
2. Use the map provided in the book, other maps and a globe to locate the setting of the story and places where Naidoo has lived. Put a colored arrow sticker or pin in each of the places named and create a key for identification. (For example: Johannesburg, Parktown, Soweto, and England.)
3. Naidoo dedicated this book in memory of two small children. After reading the Author's Sketch have students discuss who these two children could be.
4. Make a timeline showing the course of events in the story.
5. Ask relatives for stories about your family's heritage and write fictionalized stories similar to the form used in *Journey to Jo'burg*.
6. Bring in photos which share your family history.
7. Have students discuss what they call their grandparents. (Ex: Naledi and Tiro call their grandmother Nono p. 1) Make a bar graph showing the different varieties of names.
8. How many of the students have grandparents or extended family members living with the family? Discuss the effect this has on the family. Research and discuss historically and culturally where extended families have been/are prominent.

(For ex: In times of financial trouble; often in immigrant families; in different countries.)

9. Notice the names of the characters. Discuss if these are commonly known names to the students. Find out if these are common names in South Africa.
10. Notice the word Mma stands for mother. It is only one letter different than the English word mama. Research about what the word is for mother in other languages. Do many of them start with an m? (Ex: mere in French) Find out what researchers think caused this to occur. (The m sound is one of the first ones infants make and so researchers think mothers in general around the world created a m sounding word to represent themselves.) Research about names for the word father.
11. Naledi and Tiro live in a village. (p. 2) Where do the students live? Ex: a town, city, the country. What is the difference geographically and in size?
12. Naledi and Tiro pass a graveyard. (p. 2) How many of the students have had any experiences with graveyards or death? Share and discuss experiences or just how the students would feel if they were Naledi or Tiro having to deal with this experience.
13. Naledi and Tiro walk to school and it takes them over an hour to get there. (p. 2) How many of the students walk to school? How long does it take them to get there? Find out how far a student is allowed to walk to school.
14. Naledi says they will take the "big road." (p. 2) Note that this road has no name. Is this common where the students live?
15. Research about the environments Naledi and Tiro live in and travel through. Naidoo tells about the dusty red earth (p. 6), dry grass (p. 7), open lands (p. 7), and mountains (pp. 19-20).
16. Research about mountain ranges in order to be able to identify those Naledi and Tiro see on their trip to Johannesburg. (pp. 19-20)
17. Discuss segregation and the fact that there are separate buses for blacks and whites in South Africa. Research to find out if there are enough buses for the large amount of blacks in South Africa— probably not since the buses are so crowded. How do the students feel about the fact that the white people's buses are not crowded? (p. 26)
18. Discuss segregation in America. Research about the concept of "separate but equal" that was supposed to make things fair for blacks in America. Were things "separate but equal"? Do the students feel things are finally equal for blacks (or any minority) now in America?
19. Discuss the pass raid and the treatment police officers gave to the blacks. Have students view videos of some of the civil rights demonstrations made by blacks in the 50s and 60s in the South. Do the students see similarities? Do the students feel human

rights issues are resolved in America? (pp. 36-39)

20. Discuss Grace's brother's misconception that Naledi and Tiro would live near a river with crocodiles. He knows as much about their home as Naledi and Tiro knew about his days before. What misconceptions have the students ever had about a place they had never been before? Share stories. (p. 43)
21. Research about Johannesburg in 1976. Did the student demonstrations and killings Grace talks about really occur? (Yes. About 600 persons, mostly blacks, were killed in the conflicts.) (p. 44) Discuss the killings of children. (p. 46)
22. Research a variety of historical times (and present day struggles) when people have fought for freedom. (i.e.: American Revolution, Civil War, Civil Rights demonstrations)
23. What is secondary school? (p. 49)
24. Discuss the fact that Mma is upset about hearing that there are children working at the orange farm. Mma complains that these children should be in school. Research about child labor laws and laws which require children to attend school in America. (p. 51)
25. Discuss the fact that Mma has to pay for school for the children. How do the students' parents pay for the students' schooling? (p. 54)
26. Check the map at the beginning of the book and discuss if Tiro did see the same orange farm. (p. 55) Have students create maps that show their neighborhood or city.

Mathematics:

1. After making family trees have students graph the information they found. Ex: A bar graph showing how many brothers, sisters, cousins, aunts, uncles, etc. they have.
2. Make a calendar(s) charting the events of the story.
3. Learn about the metric system and use the key on the map in the book. Use a marked piece of paper to try and measure how far away the children's village is from Johannesburg. The key compares miles to kilometers. Have students use this information to estimate how many miles away Johannesburg was from Naledi and Tiro's village if it was the estimated 300 kilometers p. 2 says it was.
4. Have the children walk a kilometer (maybe around a track). Have them time themselves and then multiply that amount times 300. How long would it have taken them to walk to Jo'burg?
5. Have the students figure how old Tiro must be. (p. 4)
6. When Naledi and Tiro met the truck driver he said Johannesburg was over two hundred fifty kilometers away. (p. 17) Does this mean Naledi and Tiro had walked about fifty kilometers? If so,

estimate how long it took them. (Use information given about the sun's movement.)

7. Try to figure out during what year this story is supposed to take place. (p. 44 It has to be after 1976.)
8. Research about the British money system. Find out what the value of the dollar to the pound has been since 1976 to today.
9. What time do the students get up in the morning? What time do the students think Naledi and Tiro woke up at the orange farm? (p. 16) (Notice it's five o'clock when the children get up at Grace's. p. 50)
10. How many hours does Mma work on some of her longer days? (p. 54)

Science:

1. Research about and maybe grow some of the plants mentioned in the book. (sweet potatoes, p. 5; oranges, p. 10)
2. Learn how to read directions. (north, south, east and west) When students are lining up to walk to an event, lunch, art, recess, music, or an assembly, have the line leader(s) carry a compass. Have the line leader(s) stop often during the walk to ask the other students what direction the group is traveling.
3. Have the students ever been on a road that was so hot it made their feet burn - even with shoes on? (p. 7) Find out why the road is hotter than the roadside grass. (The black tar absorbs the warmth of the sun.)
4. Have the students ever heard a rooster crow? What time does a rooster usually crow? Listen to a real or tape recording of a rooster crowing. (p. 16)
5. Note the different plants that grow in the grasslands where Naledi and Tiro live: thornbushes, gum trees, and oranges. The animals that thrive there: grazing animals such as cattle. Where else in the world is the land like this? Do the students live on land that is similar? Would they like to live in this environment? (p. 19)
6. Research about mountains and what kinds of tools are needed to "cut through rock." (p. 20)
7. Discuss the noise, smoke and horrid smell Naledi describes. (p. 23; pollution)
8. Discuss the children's fascination with the electric light. Based on the fact that this story takes place at least after 1976, electricity is not a new invention. The fact that the children find the light fascinating gives the reader the impression that they have never seen electricity. Also notice that Naledi blows out a lamp before going to sleep. (p. 75) Have students discuss electricity and how they use it daily. See if they can try to live without it for a day. How do the students take electricity for granted? (p. 33)

Art:

1. Make charcoal drawings similar to Velasquez's style.
2. Build a model of Naledi's village, Johannesburg and other sites the children see on their journey. (Milk cartons make good buildings and if the model is to be on a bulletin board they can be stapled on easily.)
3. Make a collage with magazine cutouts of pictures and words that represent the word "freedom."
4. Discuss the fact that the "toys" Tiro and Grace's brothers play with are scraps of wire they twist into forms. Where does the wire come from? (Barbed wire fences?) How many toys do the students have? (p. 67) Have students use wire to create toys.
5. Discuss the picture on page 68. Who did the children think it was? (Nono.)

Music:

1. Research about South African music. Be sure to research types of music listened to by all the different groups represented in the country.
2. Naledi sings her favorite tune as she and Tiro walk. Have students share/sing their favorite song. (p. 7)
3. Research about and hear/sing/play/write songs that are about freedom.

Drama:

1. Act out parts of or the whole story. Good opportunities for improvising what was done are: when Naledi explains to the truck driver what they are doing, p. 17; when Mma asks the children to tell her about what all has happened, p. 33; when Tiro explains to Grace about the pass raid and getting the young boy to help his father, p. 41; and when Tiro shares with Nono and Mmangwane about his and Naledi's journey, p. 57.
2. Have students choose one section of the story and act out the facial expressions that were displayed by characters. (Ex: When Mma finds out about Dineo's illness. p. 30)
3. Have students brainstorm in groups about and then share with each other nonverbal behaviors that show: hatred/prejudice, love, or surprise (such as when the boy at the orange farm whistles p. 11).

Health:

(Educators using these activities should be sensitive to their students' own health concerns before examining both these fictional characters and those of the people suffering in South Africa.)

1. Try to cook or just use your senses to taste or smell the following: sweet potatoes, p. 5; oranges p. 10; mielie, p. 13; pap, p. 14; cooked beans, p. 43; tea, p. 50.
2. Discuss good nutritional habits. (i.e.: eating a mixed balance of foods from the four food groups.) Discuss what the black characters eat in *Journey to Jo'burg*. Do they have any meat?

Research to find out if what they eat even has enough nutritional value to keep them healthy. Discuss the fact that Dineo is not well simply because she is not able to have a balanced diet. Do the students have a balanced diet? If so, do they take it for granted?

3. Naledi says that they have no money to pay a doctor. (p. 1) Discuss insurance and how it works. Could Naledi's family even afford something like insurance? Discuss if it is fair for anyone to have to stay ill just because they do not have money to pay for their care.
4. Naledi and Tiro gather water from a village tap. (p. 2) How clean could this water be? How do the students get water at their homes? Does this water cost money?
5. Research to find out why Tiro shouldn't eat too many oranges. (p. 14)
6. Research to find out what the "coughing sickness" is and how it could have been prevented. (p. 22) Research to find out about such sicknesses that have killed workers in America in places like coal mines and how there are laws now to protect people.
7. Discuss the fact that Grace and her brothers have to wash their dishes outside at a tap. Is this healthy? (p. 48)
8. Notice there are times when the children go without a meal. (p. 50) How does this probably make them feel? Can the students relate?
9. Have the children ever had to be awake working/playing for 15 hours a day? Have they had to go to bed late and wake up early? How does this affect their health and behavior? How must Naledi and Tiro feel after their long travel and hardly any sleep? (pp. 16 and 50)
10. Discuss the fact that there are so many people having to wait at the hospital, and outside. (p. 58)
11. Discuss hospital conditions described on pages 58-63. How do they compare to hospital conditions the students are used to having? Do the students think the white South Africans have "separate but equal" hospitals?
12. Before the students have read the doctor's analysis, have them note Dineo's symptoms and try to diagnose what is wrong with her. Did they figure out it was malnutrition?
13. Discuss the fact the Mma is not being paid while she is home. Have students ask their parents if they have "sick days" that they can take even if it's a family member who is sick, not themselves. How do the students feel about this? (p. 70)

Alternate Assessment

Listed are forms of assessment which are based upon upper levels of Bloom's taxonomy of cognitive thinking skills and, when used in a balanced way, these types of activities should provide teachers with evidence of a child's understanding of the story and the themes dealt

with in the book. Teachers should also examine the Thematic Teaching Ideas they have chosen to use with the students and see where those activities fit into this taxonomy.

Application: (Exercises which ask students to: list, construct, paint, sketch, manipulate, interview, or experiment.)

1. Have students create a mobile, mural, shadow box, or other visual representation of characters or events which took place in the story.
2. Have students take turns pretending they are newspaper/radio/television reporters conducting interviews or being people connected with the Soweto student demonstrations being interviewed. (Be sure to cover all angles by getting opinions from: a black adult, a black child, a white adult, a white child, a police officer, etc.)
3. Have students create a list of changes they feel need to be made in South Africa.
4. Have students use watercolors or another art medium to visually display their emotions about freedom either in realistic art or through expressing their feelings in a design/abstract form.

Analysis: (Exercises which ask students to: classify, categorize, compare, contrast, survey, or advertise.)

1. Have students survey opinions of their classmates on issues of prejudice. For example: Do the students feel all people are equal? Do they feel all people should have the same rights?
2. Have students analyze the Constitution and the Bill of Rights and decide which rights black South Africans are denied.
3. Have students write essays explaining how their cultural heritage affects the way they live their lives.
4. Have the class make a chart comparing the opportunities/advantages the students have over black South Africans.
5. Have students create signs they would have wanted to carry in the Soweto student demonstrations or in a demonstration about civil rights, human rights, prejudice, racism or freedom.

Synthesis: (Exercises which ask students to: invent, compose, predict, role-play, imagine, create, produce, estimate, combine, or infer.)

1. At various times during the reading, have students predict what could happen next in the story.
2. Have students pick characters' names out of a hat and then role-play scenes they remember from the story.
3. Have the class divide into two halves. For a period of time have one group of students become "blacks in South Africa" and the other group "whites in South Africa." Before beginning the role-play have the entire class brainstorm ways segregation,

prejudice, racism and oppression could/would affect the lives of the "black South Africans." After each group has had a chance at each role, discuss what the roles felt like and how it would feel to live their entire lives in this way. (Possibly do this during the morning and then the afternoon, or one day and another following day, or for even longer periods of time.) Be sure if the activity is taken out of the classroom that others in the school understand what the students are doing.

Evaluation: (Exercises which ask students to: evaluate, judge, debate, discuss, recommend, choose, or decide.)

1. Have students create a booktalk to recommend this book to another person.
2. Have students pretend they are politicians debating about apartheid.
3. Have students vote and discuss whether they could or even think they do live in a racist society.
4. Have students discuss Naledi's self-esteem and then describe their own. How do the students feel self-esteem affects their lives?

Related Readings

Here is a small selection of books which relate to the broad range of themes or unit topics of study under which *Journey to Jo'burg* could be studied. The titles listed below could be used for student or teacher research, for read alouds or just for supplementary reading materials.

Bower, Paula R. *Apartheid is Wrong: A Curriculum for Young People*, 1989. (A 3-ring hard cover notebook, 280 pp. Gr. 1-12)
Brickhill, Joan. *South Africa: The End of Apartheid?*, Watts, 1991. (40 pp. Gr. 5-9)

Canesso, Claudia. *South Africa*, Chelsea House, 1989.

Case, Dianne, illustrated by Dan Andreason. *David Love*, Dutton, 1991. (Gr. 3-7)

Cousins, Linda. *We Happened Upon a Beautiful Place*, Gumb & Thomas, 1992. (chapter book)

Daly, Niki. *Not So Fast Songlolo*, Atheneum, 1986.

Denenberg, Barry. *Nelson Mandela*, Scholastic, 1991. (Gr. 4-7)

Denenberg, Barry. *Nelson Mandela: "No Easy Walk to Freedom,"* Scholastic, 1991. (Gr. 3-9)

Department of Geography, *South Africa in Pictures*, Lerner Pub., 1988. (64 pp. Gr. 5-up)

Evans, Mike. *South Africa*, Watts, 1991. (32 pp. Gr. 4-9)

Feinberg, Brian. *Nelson Mandela*, Chelsea House, 1991. (72 pp. Gr. 3-5)

Greenhaven Staff, Ed. *How Will Apartheid Be Eliminated?*, 1986. (50 pp. Gr. 10-up)

Haarhoff, Dorian, illustrated by Leon Vermeulen. *Desert December*, Clarion, 1992. (picture book)

Haggard, H. Rider. *King Solomon's Mines*, Puffin, 1983. (256 pp. Gr. 3-7)

Hargrove, J. *Nelson Mandela: South Africa's Silent Voice of Protest*, 1989. (Gr. 4-up.)

Harris, Sarah. *Timeline: South Africa*, Batsford, 1988. (64 pp. Gr. 7-9)

- Hayward, Jean. *South Africa Since Nineteen Forty-Eight*, Watts, 1989. (63 pp. Gr. 6-up)
- Hughes, Libby. *Nelson Mandela: Voices of Freedom*, Macmillan Child Grp., 1992. (144 pp. Gr. 5-up)
- Isadora, Rachel. *At the Crossroads*, Greenwillow, 1991. (picture book)
- Isadora, Rachel. *Over the Green Hills*, Greenwillow, 1992. (picture book)
- Jacobsen, Karen. *South Africa*, Children's Press, 1989.
- Jones, Toeckey. *Skindeep*, Harper & Row, 1986. (chapter book)
- Kumalo, Alf. *Mandela Echoes of Era*, Viking, 1990. (176 pp. PreS-Gr. 3)
- Leas, Allan. *South Africa*, Trafalgar, 1992. (Gr. 7-12)
- Lewin, Hugh, illustrated by Lisa Kopper. *Jafta*, Carolrhoda Books, 1983. (picture book)
- Lewin, Hugh, illustrated by Lisa Kopper. *Jafta and the Wedding*, Carolrhoda Books, 1983. (picture book)
- Lewin, Hugh, illustrated by Lisa Kopper. *Jafta's Father*, Carolrhoda Books, 1983. (picture book)
- Lewin, Hugh, illustrated by Lisa Kopper. *Jafta's Mother*, Carolrhoda Books, 1983. (picture book)
- Maartens, Maretha, illustrated by Nicolaas Maritz. *Paper Bird: A Novel of South Africa*, Dutton, 1992.
- Mennen, Ingrid & Niki Daly, illustrated by Nicolaas Maritz. *Some-where in Africa*, Dutton, 1992. (144 pp. Gr. 4-9)
- Otfinoski, Steven. *Nelson Mandela: The Fight Against Apartheid*, Millbrook Press, 1992. (128 pp. Gr. 7-up)
- Paton, Jonathan. *The Land and People of South Africa*, HarperCollins, 1990.
- Pogrand, Benjamin. *Nelson Mandela*, Gareth Stevens Inc., 1992. (68 pp. Gr. 3-4)
- Pogrand, Benjamin. *Nelson Mandela: Strength & Spirit of a Free South Africa*, Gareth Stevens Inc., 1992. (68 pp. Gr. 5-6)
- Rochman, Hazel, Ed. *Somehow Tenderness Survives: Stories of Southern Africa*, HarperCollins, 1988. (160 pp. Gr. 7-up)
- Rogers, Barbara R., illustrated by Stillman Rogers. *South Africa*, Gareth Stevens Inc., 1991. (64 pp. Gr. 5-6)
- Sacks, Margaret. *Beyond Safe Boundaries*, Dutton, 1989. (160 pp. Gr. 7-up)
- Sacks, Margaret, illustrated by Wil Clay. *Themba*, Dutton, 1992. (48 pp. Gr. 2-5)
- Sansevere-Dreher, Diane. *Stephen Biko*, Bantam, 1991. (Gr. 4-7)
- Schernbrucker, Reviva. *Charlie's House*, Viking, 1991. (picture book)
- Silver, Norman. *No Tigers in Africa: A Novel*, Dutton's Children's Books, 1992. (chapter book)
- Smith, Chris. *Conflict in Southern Africa*, Macmillan Child Grp., 1993. (48 pp. Gr. 6-up)
- Stein, R. Conrad. *South Africa*, Children's Press, 1986. (128 pp. Gr. 5-9)
- Stewart, Dianne, illustrated by Jude Daly. *The Dove*, Greenwillow, 1993. (picture book)
- Stewart, Gail B. *South Africa*, Macmillan Child Grp., 1990. (48 pp. Gr. 5-6)
- Stock, Catherine. *Armen's Fishing Trip*, Morrow Junior Books, 1990. (picture book)
- Tessendorf, K. C. *Along the Road to Soweto: A Racial History of South Africa*, Macmillan Child Grp., 1989. (160 pp. Gr. 6-up)
- Vail, John, illustrated by Arthur M. Schlesinger. *Nelson & Winnie Mandela*, Chelsea House, 1989. (112 pp. Gr. 5-up)
- Watson, R. L. *South Africa in Pictures*, Lerner Publications Co., 1988.
- Williams, Michael. *Crocodile Burning*, Dutton, 1992. (192 pp. Gr. 7-up)
- Wimer, David, adapted by Patricia Lantier. *Desmund Tutu: Religious Leader Devoted to Freedom*, Gareth Stevens Inc., 1991. (64 pp. Gr. 3-4)
- Winner, David, Rhoda Sherwood, Ed. *Desmund Tutu: The Courageous & Eloquent Archbishop Struggling Against Apartheid in South Africa*, Gareth Stevens Inc., 1989. (68 pp. Gr. 5-6)

Bibliography

- Naidoo, Beverley. "The Story Behind *Journey to Jo'burg*," *School Library Journal*, May 1987.
- Something About the Author*. Vol. 63. Detroit: Gale, 1991.

VOCABULARY TEST

Choose some of the following selections from the story and have students write or verbally explain or give a synonym to explain the meaning of the words underlined. You may choose to have students refer back to the page in the book listed in order to see the full context of the passage. (Answers may vary.) Some of the words in the story are common British English words so be sure to inform the students of their definitions before testing them. The same rule should apply if you choose to use any of the Tswana or Afrikaans words in the story which are defined in the Glossary on page 77.

Chapter 1:

1. "She tightly clutched the coins in her hand." (p. 2)
2. "When they had returned with the water, she called Tiro to the back of the house and spoke bluntly." (p. 2)
3. "'That's just it,' Naledi retorted quickly." (p. 4)
4. "...Tiro gave up reasoning." (p. 4)

Chapter 2:

5. "The steel railway line glinted alongside the road." (p. 6)
6. "They longed to look in some of the shop windows, but they did not dare stop." (p. 9)

Chapter 3:

7. "'Don't worry. You'll be safe waiting here....' the boy reassured them." (p. 13)

Chapter 4:

8. "The engine started up and the lorry was soon thundering along." (p. 19)
9. "Now for the first time, they were seeing proper mountains with steep rocks and craggs." (pp. 19-20)

Chapter 5:

10. "There was noise, smoke and a horrid smell coming from the traffic." (p. 23)

Chapter 8:

11. "Some people laughed, some people swore and others kept silent..." (p. 35)

Chapter 11:

12. "Mma nodded with a slight smile." (p. 55)

Chapter 12:

13. "As the car bumped along the road into the village, churning up the dust, it seemed longer than two days ago that they had set off walking." (pp. 56-57)
14. "Around the corner they found the queue of patients." (p. 58)
15. "It led up to a verandah, where a woman in white sat at a desk." (p. 58)

Chapter 14:

16. "First there would be the excitement of waiting for her to arrive and then the flurry of greetings, hugs and news." (p. 66)
17. "On her day off in the city, she sometimes went to jumble sales to buy the clothes white people no longer wanted." (p. 66)
18. "From time to time, Naledi would see the vague shape of a woman appear with a baby wrapped to her back..." (p. 67)

COMPREHENSION TEST A

Questions are divided into four different types of comprehension study so the teacher can effectively evaluate the student's knowledge and ability.

Literal:

When Naledi and Tiro meet Grace the text says, "Lucky again." What does this mean? How were the children lucky before meeting Grace and by meeting her?

Character Study:

Use examples from the book to explain Naledi's character. Tell about her personal strengths and what kinds of emotions she must feel concerning her responsibilities as the oldest child and after being exposed to so many new experiences during the journey to Johannesburg.

Interpretive:

Why were Naledi and Tiro only "almost happy" when they found the road after sleeping at the orange farm? What else was on their minds?

Critical:

Prejudice is so deeply ingrained in Mma's employer's mind that the woman is actually annoyed that Mma must leave to tend to her sick child instead of feeling sorry or wanting to help. How does this make you feel? What does this say about Madam's feelings about Mma and Dineo as human beings?

Creative:

Write a poem that summarizes some of the emotions *Journey to Jo'burg* has made you feel. Possibly write about your feelings about freedom, racism, or bravery.

COMPREHENSION TEST B

Questions are divided into four different types of comprehension study so the teacher can effectively evaluate the student's knowledge and ability.

Literal:

Make a list of forms of segregation you read about in *Journey to Jo'burg*. Tell if these forms of segregation were equal or unequal between black and white South Africans.

Character Study:

Use examples from the book to explain Mma's character. Tell about her personal strengths, what her emotions must be like, what she must feel like concerning her children's needs and her responsibility to them.

Interpretive:

On the train ride home Mma tells Naledi and Tiro about the 1976 student demonstrations in Soweto. When Tiro is excited about seeing the orange farm Mma gives him only a "slight smile." Why? What else was on her mind?

Critical:

Mma's employer calls Mma "Joyce." Do you really think this is Mma's name given at birth? How would you feel about someone changing your name? What does it say about the South African white person's respect for the black person's identity?

Creative:

Write a letter to a make-believe company asking that they stop purchasing products from South Africa. Explain to the company why you are against apartheid and how you think their boycotting of South African products could help stop it.

ANSWER KEY

VOCABULARY TEST

- | | |
|----------------------|------------------------------------|
| 1. held | 10. bad |
| 2. clearly | 11. said inappropriate, rude words |
| 3. answered | 12. small |
| 4. thinking about it | 13. rising |
| 5. to shine | 14. line |
| 6. wanted | 15. porch |
| 7. encouraged | 16. excitement |
| 8. truck | 17. similar to garage sale |
| 9. rough edges | 18. faint, hard to see |

COMPREHENSION TEST A

Literal: Before meeting Grace, Naledi and Tiro were lucky to find a place to sleep at the orange farm and then to find a ride to Johannesburg. When they met Grace they were lucky she knew where to find their Mma and also that she had offered them a place to stay that night. (p. 27)

Character Study: Answers will vary. Students may write about Naledi's bravery and determination because she felt she and Tiro could make such a difficult journey. They may write about how she takes care of her brother by watching out for him such as warning him not to eat too many oranges, or catching him before he fell out of the truck. They could talk about how thoughtful and caring she is (when she put her arm around her brother when they were both thinking about missing their deceased father). Students could write about how mature Naledi is (when she tells her brother not to waste water or when she controls her fear at the hospital and waits for her mother to return without panicking). They could also write about Naledi's questioning and deep thinking in regards to all she's learned about apartheid and racism.

Interpretive: Answers will vary. Naledi and Tiro are happy to be safely away from the orange farm because they didn't get caught for stealing and trespassing, but they are not fully happy because they still have a long walk to make, Dineo's illness to worry about, and the fear that they won't be able to find Mma in time to help their sister. (p. 16)

Critical: Answers will vary. (p. 32)

Creative: Answers will vary.

COMPREHENSION TEST B

Literal: Busing/not equal as it was more crowded, p. 26; separate plates from a separate cupboard at Mma's employer's/not equal as they had tin plates not beautiful shiny ones, p. 33; separate housing/not equal as there were no trees, smaller homes, no electricity and no clean indoor water, p. 39.

Character Study: Answers will vary. Students might write about Mma's personal strengths of bravery as she has to be away from home, and be a single parent. They could also tell about how she must be sad because she has to be away from her children and is a widow. They may write about how she is strong-willed not to "speak out" about oppression because she is afraid of losing her job and not being able to find another one to provide for her family. They may say that she must be frustrated because she wishes she could fight for better conditions for her children, but that she is afraid to because she is the only source of income for the family. They may discuss her kindness (when she shared her food with the young mother at the hospital). They may tell about her loving ways (how she cares for her children, despite harsh conditions).

Interpretive: Answers will vary. Mma is thinking about the student demonstrations and probably Dineo. She was not happy enough to give Tiro a real smile. (p. 55)

Critical: Answers will vary. (p. 32)

Creative: Answers will vary.

TEACHER'S NOTES

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