



Developing Comprehension

Forming Questions and Finding Answers

(LO 2)

Have students reread the questions recorded earlier on the **Questions and Answers** activity sheet. Discuss the sample question on the sheet (*What were conditions like in the 1800s?*). Demonstrate how to locate and record the appropriate information from *Off to Africa* in order to answer this question. For example:

- *Many parts of Africa were still unexplored by Europeans.*
- *Few women traveled in the 1800s.*

Have students record this on their activity sheets. Talk about using the contents page and index to find the required information. Then have students complete the activity.

Developing Writing

A Tribute to Mary Kingsley (LO 3)

Discuss the concept of a tribute. Tell students that a tribute is a way of showing respect, admiration, or gratefulness to a special person. Demonstrate the concept by writing a tribute to a famous person, perhaps another explorer that students are familiar with.

Ask, *If you were to write a tribute to Mary Kingsley, what are some of the things you would include?* Have students brainstorm a list of ideas. Then ask them to write their own tribute. Work together with students who need support with this activity. Afterward, have students share and discuss their tributes.

Developing Vocabulary

Prefixes That Form Antonyms

Have students think of a range of common antonyms (*hot* and *cold*, *high* and *low*, etc.). Discuss how some antonyms are formed by the addition of a prefix. On the board, write the following words from the text: *unmapped* (p.4), *unexplored* (p.5), and *unmarried* (p.7). Talk about how the prefix *un-* negates the original word. Discuss other prefixes that have the same function (for example, *de-*, *in-*, *im-*, *di-*, *non-*, *il-*, and *ir-*). Write these in a list and challenge students to think of and record examples.

For additional hands-on practice, have students use the Reading Rods® Prefixes, Suffixes, and Root Words Kit to build words containing these prefixes (for example, *deport*, *impress*, *inactive*, *unfair*). Help students distinguish between prefixes that negate the base word and those that do not.

Extending the Learning Experience

Determination (LO 4)

Read the “What If?” questions on page 24 with students. Ask, *Do you think there was something special about Mary that would have made her travel to Africa even if her situation had been different?* Encourage students to justify their responses with reference to the text where appropriate.

Discuss the concept of determination in general and as it applied to Mary Kingsley. Hand out **The Will to Succeed** activity sheet. Read through the sheet, ensuring that students understand the questions. When students have finished, have them discuss and justify their responses.

