

## Interdisciplinary Ideas

### LANGUAGE ARTS

Bring a family photograph to class that might be titled "Past and Future." Write about a time you shared with the people in the picture.

### ART

1. Imagine yourself at age 100. Make a self-portrait of what you might look like. Under your drawing write your name and the date.
2. Find books showing South African landscapes. Sketch a scene.
3. Sketch Gogo's face.

### SOCIAL STUDIES

1. Research the life of Nelson Mandela. Find out why he was awarded the Nobel Prize for Peace.\*
2. Research the history of voting rights in the United States. Make a time line.
3. Find out about the presidential election in the year 2000. Research problems with voting machines in the state of Florida and how they affected a close election.
4. Research and discuss the democratic election in Iraq in January 2005.

### MATH

1. Calculate how many times you will vote for President if you live to be 100 years old.
  2. Determine when you will first be able to vote. Find out if it is the year of a presidential election.
- \* Visit [www.heartwoodethics.org](http://www.heartwoodethics.org) and choose Teaching Heartwood, Culture Keys, for more on the history, culture, and geography of this book.

## The Day Gogo Went to Vote

*Eleanor Batezat Sisulu*  
1996  
New York: Little, Brown

### CONCEPTS

**Justice**  
**Respect**  
**Citizenship**

### SUMMARY

**A milestone in South African history comes alive through a child's eyes as her great-grandmother votes for the first time. Democratic government elections were open to black South Africans for the first time in April 1994. Justice exemplified in the right to vote is dramatically presented in this compelling story. Sharon Wilson's rich pastels present authentic images of the culture, landscape, and people.**

### JUSTICE

*South Africa*  
*Historical Fiction*  
*Reading Time: 12 minutes*

### OBJECTIVES

The student will be able to define and discuss justice, respect, and citizenship as they apply to this story. Students will become aware of freedoms often taken for granted.

# After the Story

## The Day Gogo Went to Vote

### DISCUSSION

1. In South Africa, people of color were not allowed to vote before 1994. Why not? Often we work for justice (fairness) after we see injustice (unfairness). Discuss the injustices in the story.
2. Why did Gogo's family want her to stay home and not vote? Why did Gogo insist on going to the voting station even when it would be very difficult for her? Talk about the problems that needed to be solved before Gogo could vote.
3. Explain how the ultraviolet machine ensured a fair election.
4. Gogo asked Thembi to accompany her and carry her blue bag when she went to vote. Do you think there are any other reasons she wanted Thembi to be there? Why was Gogo's picture in the newspaper? What legacy did she leave for Thembi?
5. Who votes in our country? Has it always been this way? Why is voting important for our democracy?

### ACTIVITIES

1. Locate South Africa on the world map.
2. Design a voting activity where children will experience unfairness and discrimination. For example, vote on Friday's treat, destination for a field trip, class colors, or class mascot. Just before the vote, exclude certain students, such as anyone wearing red. After voting is completed, discuss what happened, how students felt and the unfairness (injustice) of the activity. Compare this to the situation in the story. Take a new vote with everyone participating.
3. Invite an election official or worker to talk to your class about how elections are conducted in your community, or visit a voting station. If possible, inspect a sample ballot.

### HOME CONNECTION

1. Ask an adult at home to show you where he or she goes to vote.
2. Ask a grown-up at home to tell you about the most memorable election day he/she can remember.
3. On the first page of the book the author writes, "This book is a tribute to grandparents and great-grandparents who struggled all their lives for the right to vote." Ask about the struggles of your grandparents and great-grandparents. With permission, share these stories with your class.

### JOURNAL

1. Write a response to the story telling what the young girl learned from her grandmother. Then write about something a grand-parent or other older person has taught you.
2. List some character traits Gogo possesses. You may include Heartwood attributes or other ethical attributes. Give examples or explanations to support your statements.

### VOCABULARY

**township**  
**pensions office**

**political parties**  
**ultraviolet**