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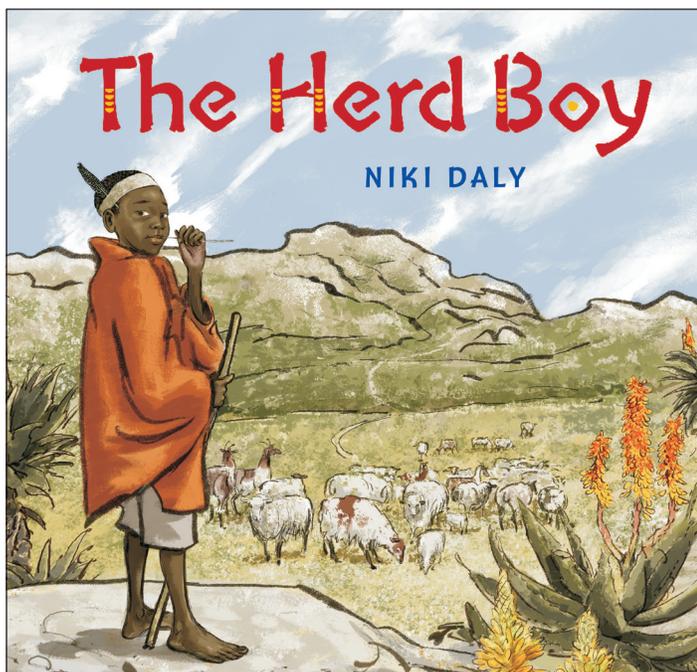
EDUCATOR'S GUIDE

INCLUDES COMMON CORE
STATE STANDARDS CORRELATIONS

THE HERD BOY

Written and Illustrated by

NIKI DALY



Pweew! Pweew! Malusi's shrill whistling drives the sheep out of grandfather's kraal. By the time they reach the grazing slopes, the earth is hot beneath his bare feet.

He keeps the sheep and goats from straying towards the deep donga, which is easy to fall into but hard to climb out of. You have to be awake, and you have to be brave, to be a herd boy . . .

Malusi is in charge of looking after his grandfather's sheep and goats, though he dreams of being more than a herd boy someday. This simple and poignant story explores what it is that gives someone the strength and integrity to be a great leader.

ABOUT the Author and Illustrator

NIKI DALY has written and illustrated a number of award-winning picture books, including *Pretty Salma* (Clarion), *Ruby Sings the Blues* (Bloomsbury), and *Jamela's Dress* (Frances Lincoln). Niki lives in Cape Town, South Africa.

PRAISE FOR *The Herd Boy*

★ "Filled with hope and promise, it will inspire children to embrace their place in life and dream big."
— *School Library Journal* (starred review)

"Daly's portrait of rural South African life . . . gives his story an almost cinematic dimension."
— *Publishers Weekly*

"Daly provides an opportunity to witness an everyday existence most likely very different from the one led by readers."
— *Kirkus Reviews*

Hardcover ISBN: 978-0-8028-5417-9 ❖ \$17.00

9¾" x 10¼" ❖ 32 pages ❖ Ages 6–10

Contact Eerdman's for rights information

TO ORDER

Telephone (toll free): 800-253-7521

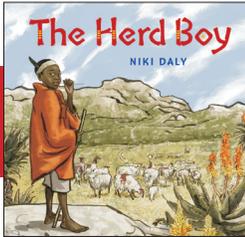
Telephone (local): 616-459-4591

Fax: 616-459-6540

Email: sales@eerdmans.com

If you have any suggestions for using *The Herd Boy* with young readers, we would be happy to hear from you.

Eerdman's Books for Young Readers
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Grand Rapids, Michigan 49505



EDUCATOR'S GUIDE

THEMATIC CONNECTIONS

- ❖ Ambition
- ❖ Courage
- ❖ Leadership
- ❖ Responsibility

KEY IDEAS AND DETAILS

What is Malusi's job? What does it take in order for him to do this job well? (RL.1)

Who is Lungisa? How do you think Malusi feels about him, and how can you tell? (RL.1)

What do you think are some of the main themes in *The Herd Boy*? How are these themes conveyed through the characters and story? (RL.2)

Describe Malusi's interactions with termites and with the dung beetle. What do these details reveal about Malusi's character? (RL.3)

SPEAKING AND LISTENING / WRITING

Niki Daly asks in the author's note, "What is there in the life of a herd boy that would help prepare him to become the shepherd of a nation?" Have students discuss with each other how they would answer this question. What are some things they think Malusi will have to do in order to become president of his country when he grows up? (SL.1)

This story is set in South Africa. Break your students into small groups and have each group use print and electronic resources to research one aspect of the country: biodiversity, culture, geography, government, history, etc. Have the groups share their findings with the class. (SL.4 / W.7)

The old man in the shiny car whom Malusi and Lungisa meet is Nelson Mandela. Use this story as an opportunity to introduce your students to the life of this revered world leader. Have students write a short paragraph summarizing Mandela's significance in this story. (SL.2 / W.2)

Have students write a paragraph about the illustration they like best. What about it do they find most appealing? What feelings and thoughts does it evoke? How does it relate to the text? (W.1)

VOCABULARY USE AND ACQUISITION

Look for the following words in *The Herd Boy*: cautiously, challenge, column, curdled, puff adder, troop. Can you guess the meaning from the context? If not, use an online or print dictionary to find their meaning. (L.4)

CRAFT AND STRUCTURE

The author has included a number of words from Afrikaans and Xhosa. Take a look at the glossary in the back of the book if you need help figuring out what some of these words mean. Why do you think the author chose to include these words? (RL.4)

In the beginning of the book, the author states, "You have to be awake, and you have to be brave, to be a herd boy." How does the author show throughout the book that Malusi is brave? (RL.5)

Describe the significance of the book's ending. Who is the old man in the shiny car, and what does he say to Malusi? Why is this significant to Malusi? (RL.5)

INTEGRATION OF KNOWLEDGE AND IDEAS

Look at the illustrations in which the black eagle appears. Why do you think the eagle appears at these particular moments in the story? What do you think the eagle could symbolize? (RL.7)

In addition to the large color illustrations, there are black-and-white illustrations above and below the text on each page. How do these small illustrations complement the larger ones, and how do they relate to the text? (RL.7)

Niki Daly is the author and illustrator of many picture books. Share more of his work with your class. Do you see any common themes in his books? Do any of his characters share similarities? (RL.9)

RECOMMENDED FURTHER READING

Javaherbin, Mina. *Goal!* Illus. A.G. Ford. Candlewick, 2010.

McDonough, Yona Zeldis. *Peaceful Protest: The Life of Nelson Mandela*. Illus. Malach Zeldis. Walker, 2002.

Nelson, Kadir. *Nelson Mandela*. Harper, 2012.

Tutu, Desmond and Douglas Carlton Abrams. *Desmond and the Very Mean Word*. Illus. A.G. Ford. Candlewick, 2013.