

Out of Bounds

Short Story by Beverley Naidoo

How do you know what's RIGHT?

KEY IDEA Can you think of a situation when you weren't sure what to do? If so, you know that it's not always easy to tell right from wrong. Sometimes you must rely on your internal compass to guide your behavior. In this story, a boy decides to disobey a rule in order to help someone in need.

DISCUSS What purpose do rules serve in families and society? When might rules have to be changed? Discuss these questions with a small group.

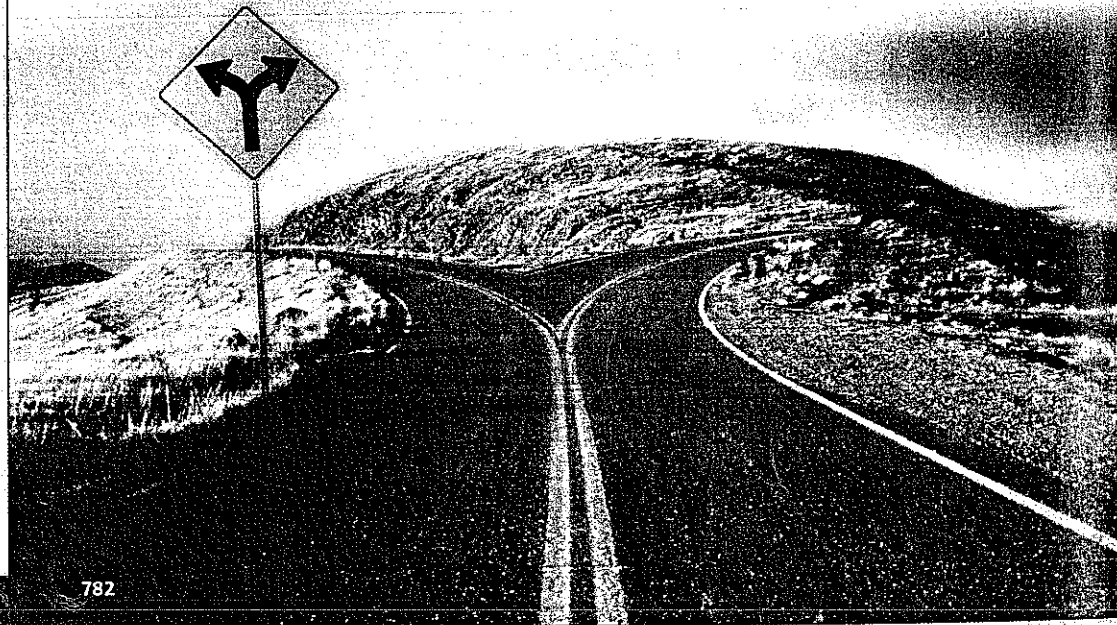
ht

flicts

writing
aning of
objective)

e built a
1 South
use own-
hat the
, a boy
sking for
water
is giving
nd Rohan
y.
's

e **KEY**
right
DISCUSS
iles or
nd why.



Lined writing area consisting of approximately 20 horizontal lines for student responses.

what's

you weren't sure what
y to tell right from
ernal compass to guide
lisobey a rule in order

lies and society?
ss these questions



LITERARY ANALYSIS: CULTURAL CONFLICT

When you read a story set in another country, knowing about the area's history and culture can be important background. It can help you to understand the characters' behavior and the cultural conflicts that unfold. A **cultural conflict** is a struggle that arises because of the differing values, customs, or circumstances between groups of people. For example, if a story is set in a place where one religious group has been fighting against another, parents might be angry if their child becomes friends with someone from outside their group.

"Out of Bounds" takes place in South Africa. As you read the selection, think about how South Africa's history and culture affect the conflicts. The background on this page will provide you with some of the information you need.

READING SKILL: MAKE INFERENCES

Fiction writers do not always make direct statements about characters or the cultures in which they live. Instead, writers provide certain details and expect readers to combine these details with their own knowledge to "read between the lines" of a story. This process of forming logical guesses is called **making inferences**. As you read, use a chart like the one shown to record your inferences about the characters and their culture.

| Evidence from Story | My Knowledge | Inference |
|-----------------------------|--------------|-----------|
| Father tops wall with wire. | | |

VOCABULARY IN CONTEXT

The boldfaced words help Beverley Naidoo describe a society influenced by its history of racial injustice. Using context clues, try to write a definition for each word.

1. Afraid to go to a school where they would be teased, the boys **straggle** behind their older brother.
2. The flood could **maroon** many people on rooftops.
3. Members of the newer **sect** didn't agree with people from the orthodox church.
4. The Africans fought **vigorously** for equality.
5. The peace talks gave people a **glimmer** of hope.
6. The evening news was interesting enough to **engross** him.
7. We watched the energized boy **bound** up the hill.
8. Poor communication will **hamper** efforts to get along.

Author Online

Writing for Justice
Beverley Naidoo grew up in Johannesburg, South Africa, when the country was racially segregated. It wasn't until she went to college that she recognized the injustice of the laws. After she moved to England, she decided to write children's books that speak honestly about South African society. She published her first book, *Journey to Jo'burg*, in 1984. It was banned in her home country until 1991.



Beverley Naidoo
born 1943

Background

Apartheid South Africa is the southernmost country on the African continent. The nation is ethnically diverse, with whites forming the smallest group. However, up until 1994, whites ruled the country under a system called apartheid (apartness). Apartheid was based on segregation between the races. The white government classified non-whites into three groups. Africans made up the largest group but had the fewest rights. "Coloureds" (people of mixed race) and those of Indian descent were granted limited rights in 1984. The government decided where each group could live, conduct business, or own land. The effects of apartheid continue to influence South African society today. Africans, on average, remain poorer and have less access to education than other groups.

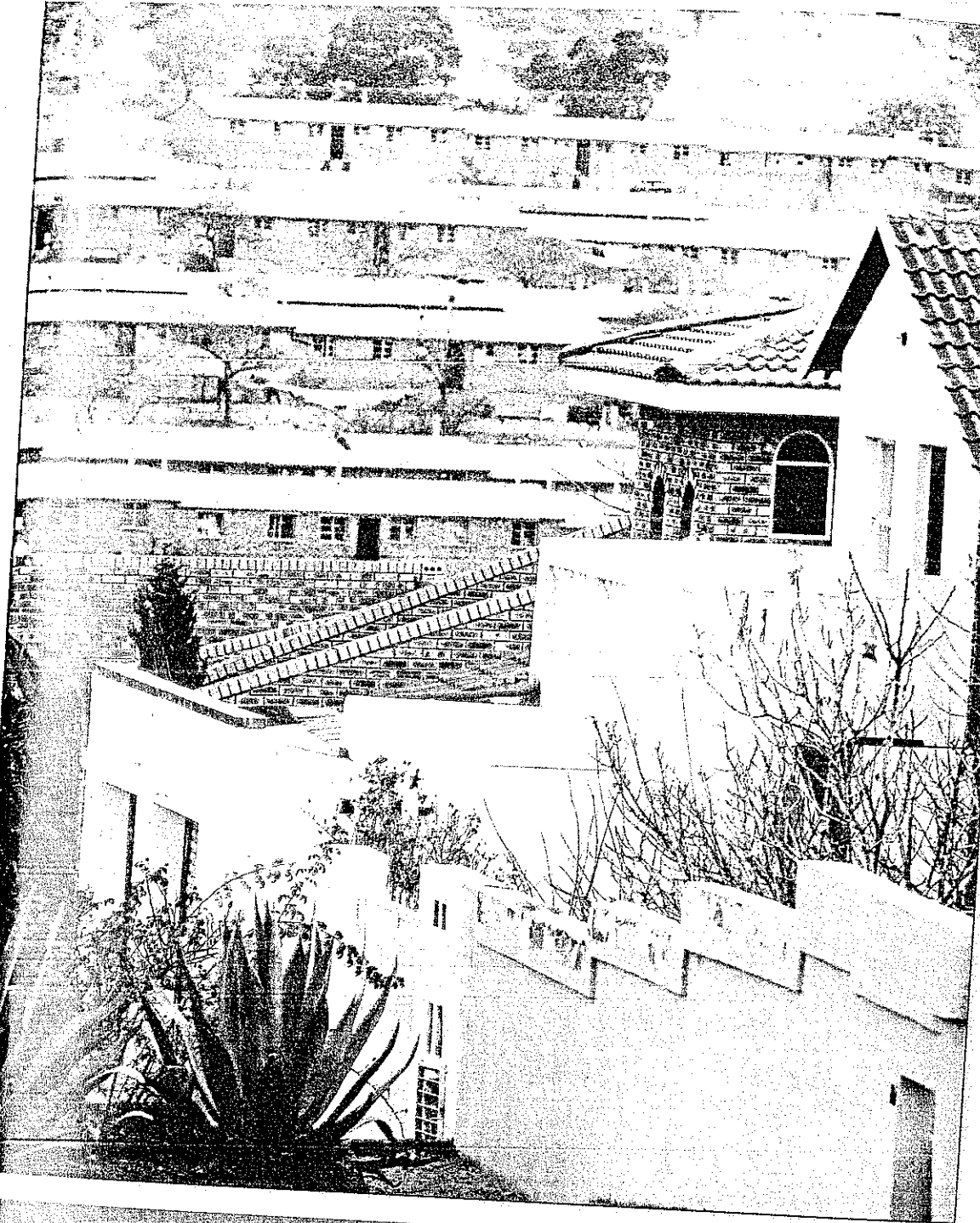
Storms and Floods "Out of Bounds" is set in 2000. That year, severe storms devastated southern Africa. Floods swept away schools, roads, crops, and livestock. About 540,000 people were left homeless.

 **MORE ABOUT THE AUTHOR AND BACKGROUND**
To learn more about Beverley Naidoo and South Africa, visit the Literature Center at ClassZone.com.

Lined writing area for student responses.

DS

Beverly Naidoo



land
e bricks to
y wasn't
ie ridge
om his
to the
hich
ragging
-up
d their
uctions.
d
The
scar cut

ANALYZE VISUALS
Compare the house at the top of the hill with the buildings below. What similarities and differences do you notice?

Targeted Passage

CULTURAL CONFLICT
In lines 1-19, what do you learn about the family's feelings toward the squatters?

the first squatters use to
his friends use the "ski
the squatters use it for?

FOR ENGLISH LEARNERS

Options for Reading Read the first Targeted Passage aloud. Make sure students understand the setting of the story. Then have students read the rest of the selection silently as they listen to the *Audio Anthology CD*. Pause the CD frequently to enable students to make predictions.

Key Academic Vocabulary Have students use Word Questioning to study these words: *couple* (lines 14, 22, 276, 281, 295), *uniform* (lines 65, 172), *adult* (lines 151, 167), *vehicles* (line 241), *structure* (line 290).

BEST PRACTICES TOOLKIT—Transparency Word Questioning p. E9

Prereading For prereading instruction for English learners, see

BEST PRACTICES TOOLKIT Scaffolding Reading Instruction pp. 43-46

20 Rohan said nothing. How could he explain what he had lost?

At first, some of the squatter women and children came up to the houses with buckets asking for water. For a couple of weeks his mother opened the gate after checking that no men were hanging around in the background. She allowed the women to fill their buckets at the outside tap. Most of her neighbors found themselves doing the same. Torrential rains and floods had ushered in the new millennium by sweeping away homes, animals and people in the north of the country. The television was awash with pictures of homeless families and efforts to help them. No one knew from where exactly the squatters had come. But as Ma said, how could you refuse a woman or

30 child some water?

It wasn't long before all that changed. The first complaint of clothes disappearing off the washing line came from their new neighbors. The first African family, in fact, to move in among the Indians on Mount View. No one had actually seen anyone but everyone was suspicious including the neighbor, Mrs. Zuma.

"You can't really trust these people, you know," Mrs. Zuma tutted² when she came to ask if Ma had seen anyone hanging around. However, it was when thieves broke into old Mrs. Pillay's house, grabbed the gold thali from around her neck, and left her with a heart attack that views hardened. Young

40 men could be seen hanging around the shacks. Were some of them not part of the same gang? Mrs. Pillay's son demanded the police search through the settlement immediately. But the police argued they would need more evidence and that the thieves could have come from anywhere. **B**

A new nervousness now gripped the house owners on top of the hill.

Every report of theft, break-in, or car hijacking, anywhere in the country, led to another conversation about the squatters on the other side of their garden walls.

At night Rohan peered through the bars of his window before going to sleep. Flickering lights from candles and lamps were the only sign that people

50 were living out there in the thick darkness. In the daytime, when Ma heard the bell and saw that it was a woman or child with a bucket, she no longer answered the call.

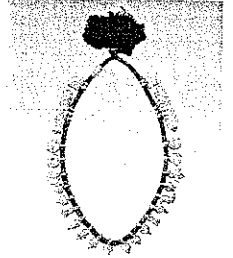
All the neighbors were agreed. Why should private house owners be expected to provide water for these people? That was the Council's job. If the squatters were refused water, then perhaps they would find somewhere else to put up their shacks. A more suitable place. Or even, go back to where they came from. **C**

The squatters did not go away. No one knew from where they managed to get their water or how far they had to walk. On the way to school, Rohan

60 and his dad drove past women walking with buckets on their heads.

2. tutted: made a "tut tut" sound with the tongue to express annoyance.

VISUAL VOCABULARY



thali *n.* necklace given by a groom to his bride at a Hindu wedding ceremony

B MAKE INFERENCES
What ethnicity is Rohan's family?

C MAKE INFERENCES
How does crime affect the residents' attitude toward the squatters?

DIFFERENTIATED INSTRUCTION

FOR ENGLISH LEARNERS

Visual Vocabulary On their wedding day, the Hindu groom ties the thali around his bride's neck. Elicit information from students from other cultures about their cultures' wedding customs. Do the bride and groom give each other gifts? What rituals are performed before, during, and after the wedding ceremonies?

"These people are tough as ticks! You let them settle and it's impossible to get them out," complained Dad. "Next thing they'll be wanting our electricity."

But Rohan wasn't really listening. He was scanning the line of African children who **straggled** behind the women and who wore the black and white uniform of Mount View Primary, his old school. He had been a pupil there until his parents had moved him to his private school in Durban³ with its smaller classes, cricket pitch, and its own rugby ground.⁴ Most of the African children at Mount View had mothers who cleaned, washed, and ironed for the families on top of the hill. But since the New Year they had been joined by the squatter children and each week the line grew longer.

The queue⁵ of traffic at the crossroads slowed them down, giving Rohan more time to find the "wire car" boy. He was looking for a boy who always steered a wire car in front of him with a long handle. He was about his own age—twelve or thirteen perhaps—and very thin and wiry himself. What interested Rohan was that the boy never had the same car for more than two or three days. Nor had he ever seen so many elaborate designs simply made out of wire, each suggesting a different make of car. They were much more complicated than the little wire toys in the African Crafts shop at the mall. **Ⓛ**

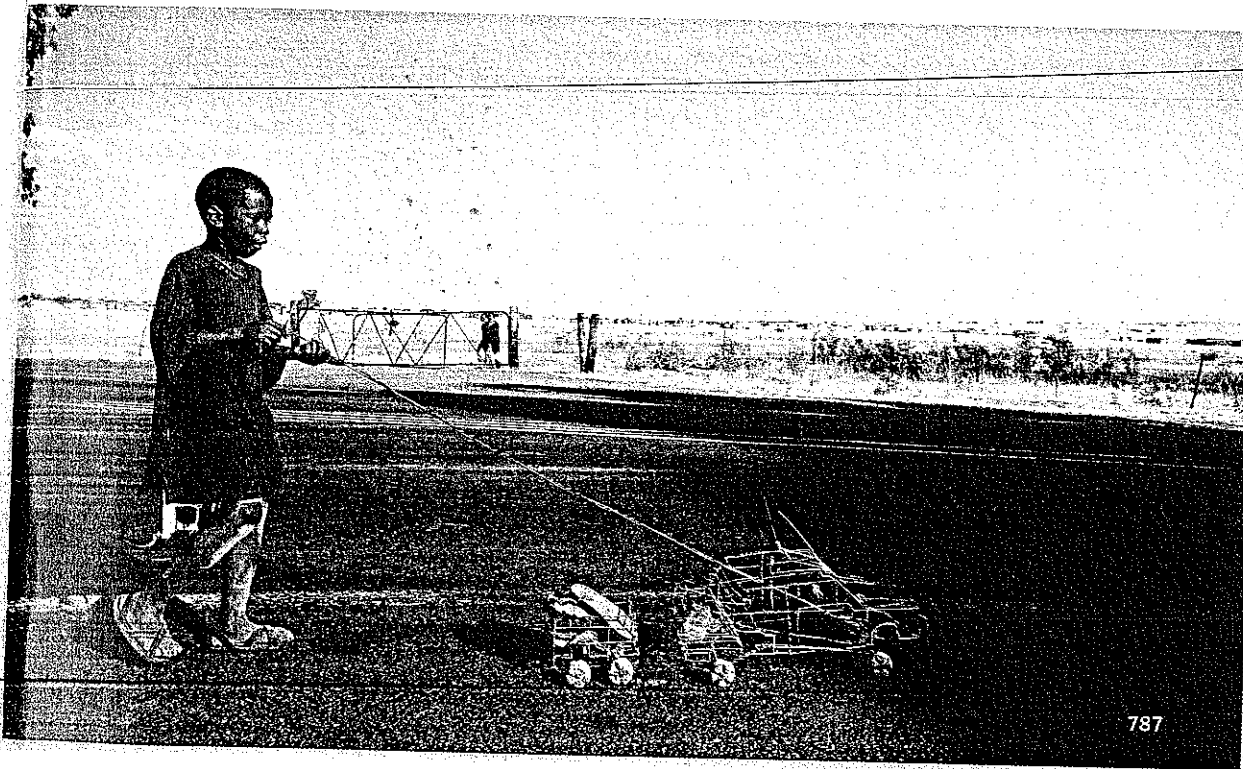
straggle (sträg'əl) v. to spread out in a scattered group;

Ⓛ CULTURAL CONFLICT
What differences between Rohan's life and the life of the "wire car" boy are illustrated in lines 63–78?

3. Durban (dūr'ban): a city in South Africa.

4. cricket pitch and rugby ground: playing fields for ballgames that originated in England.

5. queue (kyoo): a waiting line.



LITERARY ANALYSIS
Ⓛ CULTURAL CONFLICT
Possible answer: The squatter children who attend the school and travel to school goes to public school.

Lines 58–78 DISCUSSION

Use these prompts to discuss the text. What does the "wire car" appear to be made of?

Recall Why is Rohan looking for a "wire car" boy? What does he remember about his old school, Mount View Primary, and the "wire car" boy? **Answer:** The squatter children who attend the school.

Compare What do you think the "wire car" boy has in common with Rohan? What are the similarities between the two boys' lives? **Answer:** Both boys are about the same age and are from squatter areas.

Synthesize Rohan has never attended a public school. How do you think he would feel about attending a public school? How do you think his parents would feel about him attending a public school? **Possible answer:** Rohan probably does not have a good opinion of public school. He might have moved to a public school if he were a squatter child.

FOR ENGLISH LEARNERS

Comprehension Support For students who may be confused, explain that the Indians referred to in the story are Asians, not American Indians or Native Americans. Point out India and South Africa on a world map and explain that both of these countries were once British colonies.

FOR ADVANCED LEARNERS/PRE-AP

Synthesize Have students think about their neighborhood—either past or current—or another neighborhood that they visit often. What are their neighbors like? Do any of the characters in the story remind them of these neighbors? Have them write a brief sketch describing their neighborhood and drawing comparisons to the setting of the story.

"Hey, cool!" Rohan whistled. "See that, Dad?" The boy must have heard because he glanced toward them. His gaze slid across the silver hood of their car toward the trunk but didn't rise up to look at Rohan directly.

"It's a Merc⁶—like ours, Dad! What a beaut! Do you think—"

"Don't think about it, son! You want us to stop and ask how much he wants, don't you?"

Rohan half frowned, half smiled. How easily his father knew him!

"No way! If we start buying from these people, we'll be encouraging them! That's not the message we want them to get now, is it?"

Rohan was quiet. He couldn't argue with his dad's logic. If the squatters moved away, he and his friends could get their territory back again. ⑤

⑤ **CULTURAL CONFLICT**
Reread lines 83–89. How is Rohan's reason for wanting the squatters to leave different from that of his father?

Rohan returned home early from school. A precious half day. In the past he would have spent it in his hideout. Instead he flicked on the television. News. As his finger hovered over the button to switch channels, the whirr of a helicopter invaded the living room.

"Hey, Ma! Look at this!"

Ma appeared from the kitchen, her hands cupped, white and dusty with flour. On the screen, a tight human knot swung at the end of a rope above a valley swirling with muddy water.

"A South African Air Force rescue team today saved a baby from certain death just an hour after she was born in a tree. Her mother was perched in the tree over floodwaters that have devastated Mozambique. The mother and her baby daughter were among the lucky few. Many thousands of Mozambicans are still waiting to be lifted to safety from branches and rooftops. They have now been **marooned** for days by the rising water that has swallowed whole towns and villages."

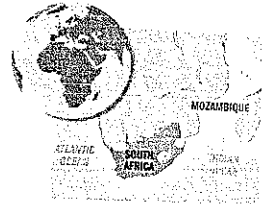
"Those poor people! What a place to give birth!" Ma's floury hands almost looked ready to cradle a baby.

Rohan was watching how the gale from the rotors⁷ forced the leaves and branches of the tree to open like a giant flower until the helicopter began to lift. Members of the mother's family still clung desperately to the main trunk. Rohan saw both fear and determination in their eyes.

He and Ma listened to the weather report that followed. Although Cyclone Eline was over, Cyclone Gloria⁸ was now whipping up storms across the Indian Ocean and heading toward Mozambique. Where would it go next? Durban was only down the coast. Rohan had seen a program about a **sect** who believed the new millennium would mark the end of the world. They were convinced that the floods were a sign that The End was beginning.

"What if the cyclone comes here, Ma?"

⑤ **SOCIAL STUDIES CONNECTION**



Racial tension in South Africa and Mozambique affected the response to the flooding.

maroon (mə-rōon') v.
to leave behind in a place from which there is little hope of escape

sect (səkt) n. a religious group

6. Merc: short for Mercedes, a brand of car.
7. rotors (rō'tərz): helicopter blades.
8. Cyclone Eline, Cyclone Gloria: tropical storms that struck in 2000.

DIFFERENTIATED INSTRUCTION

FOR ENGLISH LEARNERS

Language: Conversational English Patterns
Point out the expressions *Hey, cool!* (line 79), *What a beaut!* (line 82), and *No way!* (line 86). Explain that *beaut* is a shortened version of *beauty*. Tell students that these and similar exclamations are frequently used in dialogue. Have students use context to help them determine what each expression means.

Language: Print Cues [paired option]
Point out the three uses of italics on pages 788–789: *Don't* in line 83, *rotis* in line 120, and *Tough as ticks* in line 134. Explain that, in the first example, italics are used for emphasis in dialogue; in the second, to indicate a non-English word; and in the third, to indicate an unspoken thought. Have students work with a partner to find other examples of italicized text in the story and to determine how and why it is used.

AL CONFLICT
is 83–89. How
reason for
the squatters to
rent from that
is?

STUDIES
TION



ion in South
Mozambique
ie response to
ig.

ie-rōōn') v.
hind in a place
there is little
tape

n. a religious

"No, we'll be all right son. But that lot out there will get it. The government really should do something." Ma nodded in the direction of the squatters.

120 "Now, let me finish these *rotis*⁹ for your sister!"

Ma returned to her bread making. When she had finished, she wanted Rohan to come with her to his married sister's house. He pleaded to stay behind.

"I've got homework to do, Ma! I'll be fine."

"You won't answer the door unless it's someone we know, will you?"

"No, Ma!" he chanted. Ma said the same thing every time.

Alone in the house, Rohan daydreamed at his desk. He was close enough to the window to see down the hill. What if there was so much rain that a river formed along the road below! As the water rose, people would have to abandon their shacks to climb higher up. They would be trapped between the flood
130 below and the torrents above. In assembly they had heard the story of Noah building the ark. Perhaps it wasn't just a story after all. Perhaps the people had tried to cling on to the tops of trees as tightly as those they had seen on television.

Tough as ticks.

The phrase popped into his mind. Wasn't that what his dad had said about the squatters? Yet the one sure way to get rid of ticks was to cover them in liquid paraffin.¹⁰ Drown them. A terrible thought. He should push it right away. ❏

Rohan was about to stretch out for his math book when a figure caught his eye on the old ski slope. It was the thin wiry boy, but he wasn't pushing a
140 car this time. He was carrying two large buckets, one on his head, the other by his side. He descended briskly down the slope and turned along the road in the opposite direction to that taken by the women who carried buckets on their heads. Rohan followed the figure until he went out of sight, then forced himself to open his book.

The bell rang just as he was getting interested in the first question. Nuisance! He hurried to the landing. If someone was standing right in front of the gate, it was possible to see who it was from the window above the stairs. He stood back, careful not to be seen himself. It was the same boy, an empty container on the ground each side of him! Didn't he know not to come to
150 the house up here? But he was only a child, and it looked as if he just wanted some water. It would be different if it were an adult or a complete stranger. Rohan's daydream also made him feel a little guilty. He could see the boy look anxiously through the bars, his hand raised as if wondering whether to ring the bell again. Usually when the boy was pushing his wire car on the way to school, he appeared relaxed and calm.

By the time the bell rang a second time, Rohan had decided. He hurried downstairs but slowed himself as he walked outside toward the gate.

9. *rotis* (rō'tēs): Indian flatbreads that are cooked on a griddle.

10. *paraffin* (pār'ə-fīn): wax.

MAKE INFERENCES
Note the change in Rohan's attitude toward the squatters. What has caused this change?

REA
Have
char
• Ev
Me
• Mj
su
• Inf
vui
sor

Lines 1:
DISCU
Use the
the mai
conflict:

Restat
his da
terribl
the sq
Analy:
answe
squatt
have o
ter wh
Most li
boy be
which
Evalu
include
Possibl
sufferin
disaste
suspen
Rohan
or ansv

FOR ENGLISH LEARNERS

Clarify: Culture

- Not all students will understand the reference to "The End" in line 116. According to biblical prophecy, the end of the world will be foretold by natural disasters such as floods. Elicit other religious stories or myths with which students might be familiar that contain devastating events such as floods or earthquakes.

- Another biblical reference is found in lines 130–131. Explain that the story of Noah is found in the book of Genesis in the Bible. According to the story, Noah was told to build an ark—a large boat—and to bring on board two of every creature in the world. Once Noah had completed the ark, God caused it to rain for 40 days and 40 nights, drowning every other living thing on Earth. Only Noah, his family, and the creatures on board the ark survived.

“What do you want?” Rohan tried not to show that he recognized the boy.
 “I need water for my mother. Please.” The boy held his palms out in front
 160 of him as if asking for a favor. “My mother—she’s having a baby—it’s bad—
 there’s no more water. Please.”

This was an emergency. Not on television but right in front of him. Still
 Rohan hesitated. His parents would be extremely cross that he had put himself
 in this situation by coming to talk to the boy. Weren’t there stories of adults who
 used children as decoys to get people to open their gates so they could storm in?
 He should have stayed inside. Should he tell the boy to go next door where there
 would at least be an adult? But the boy had chosen to come here. Perhaps he had
 seen Rohan watching him from the car and knew this was his house.

“We stay there.” The boy pointed in the direction of the squatter camp. “I
 170 go to school there.” He pointed in the direction of Mount View Primary. He
 was trying to reassure Rohan that it would be OK to open the gate. He was
 still in his school uniform but wore a pair of dirty-blue rubber sandals. His
 legs were as thin as sticks.

“Isn’t there a doctor with your mother?” It was such a silly question that as
 soon as it was out, Rohan wished he could take it back. If they could afford a
 doctor, they wouldn’t be squatters on a bare hillside. The boy shook his head
vigorously. If he thought it was stupid, he didn’t let it show on his troubled face.

“Wait there!” Rohan returned to the house. The button for the electric gate
 was inside the front door. The boy waited while the wrought-iron bars slowly
 180 rolled back. **C**

“OK. Bring your buckets over here.” Rohan pointed to the outside tap.
 The buckets clanked against each other as the boy jogged toward him.

“Thank you,” he said quietly.

The unexpected softness in his voice had a strange effect on Rohan.
 It sounded so different from his own bossy tone. Suddenly he felt a little
 ashamed. This was the same boy whose wire cars he admired! If he were
 still at Mount View Primary they would probably be in the same class.
 They might even have been friends, and he would be learning how to make
 wire cars himself. Why had he spoken so arrogantly? It was really only a
 190 small favor that was being asked for. The water in the bucket gurgling and
 churning reminded Rohan of the water swirling beneath the Mozambican
 woman with her baby. Her rescuer had been taking a really big risk but
 hadn’t looked big headed.¹¹ He had just got on with the job.

When both buckets were full, the boy stooped to lift one on to his head.
 Rohan saw his face and neck muscles strain under the weight. How would he
 manage to keep it balanced and carry the other bucket too?

“Wait! I’ll give you a hand.” Rohan’s offer was out before he had time to
 think it through properly. If the boy was surprised, he didn’t show it. All his
 energy seemed to be focused on his task. Rohan dashed into the kitchen to
 200 grab the spare set of keys. Ma would be away for another hour at least. He

vigorously (vīg’er-as-lē)
adv. energetically

C MAKE INFERENCES
 Why do you think Rohan
 decides to open the gate?

C Targeted Passage

11. **big headed**: conceited.

in the
 er:
 en the
 re an
 to his
 e boy’s

thing
 e likely
 aid

not
 ased

T
 ant him
 as the
 his

The boy’s
 rents are

on. He
 et into
 ight
 e

DIFFERENTIATED INSTRUCTION

FOR LESS-PROFICIENT READERS

C Targeted Passage [Lines 158–198]

This passage describes the main character’s internal conflict about helping a squatter.

- What favor does the boy ask of Rohan? Why does he ask this favor?
- Why is Rohan nervous about opening the gate?
- Why does Rohan feel ashamed about the way he talks to the boy at first?
- What does Rohan offer to do?

FOR ENGLISH LEARNERS

Vocabulary: Idioms Explain that students can use context clues to unlock the meaning of some idiomatic expressions. One example is in line 197: “I’ll give you a hand.” Help students understand that the idiom means “I will help you.” Point out that Rohan has just seen the boy struggle to lift the heavy buckets, and then he rushes into the kitchen to get the spare set of keys. Then help students use context clues to define “He caught the boy’s eye” (line 209).

would be back soon, and she need never know. It was only after the gate clicked behind them that Rohan remembered the neighbors. If anyone saw him, they were bound to ask Ma what he was doing with a boy from the squatter camp. He crossed the fingers of one hand. ❸

At first Rohan said nothing. Sharing the weight of the bucket, he could feel the strain all the way up from his fingers to his left shoulder. When they reached the corner and set off down the hill, the bucket seemed to propel them forward. It was an effort to keep a steady pace. Rohan glanced at the container on the boy's head, marveling at how he kept it balanced. He caught the boy's eye.

210 "How do you do that? You haven't spilled a drop!"

The boy gave a **glimmer** of a smile.

"You learn."

Rohan liked the simple reply. He should ask the boy about the cars. This was his chance, before they turned into the noisy main road and reached the squatter camp.

"I've seen you with wire cars. Do you make them yourself?"

"Yes—and my brother."

"You make them together? Do you keep them all?"

220 "My brother—he sells them at the beach." The boy waved his free hand in the direction of the sea. "The tourists—they like them." ❹

"Your cars are better than any I've seen in the shops! Do you get lots of money for them?"

"*Mmbb!*" The boy made a sound something between a laugh and a snort. Rohan realized that he had asked another brainless question. Would they be staying in a shack if they got lots of money? Rohan had often seen his own father bargaining to get something cheaper from a street hawker.¹² He tried to cover his mistake.

"There's a shop in the mall where they sell wire cars. They charge a lot and yours are a hundred times better!"

230 "We can't go there. The guards—they don't let us in."

Rohan knew the security guards at the entrance to the mall. Some of them even greeted his parents with a little salute. Rohan had seen poor children hanging around outside. They offered to push your trolley,¹³ to clean your car—anything for a few cents. Sometimes Ma gave an orange or an apple from her shopping bag to a child. Other times she would just say "No thank you" and wave a child away. Ma never gave money. . . . Rohan had never thought what it would be like to be chased away. How did the guards decide who could enter? How could the boy and his brother go and show the lady in the African Crafts shop his cars if they weren't allowed in? ❺

240 Rohan was quiet as they reached the main road and turned toward the squatter camp. The noise of vehicles roaring past was deafening. He never normally walked down here. Not by himself nor with anyone else. His family

12. hawker: seller.

13. trolley: shopping cart.

❸ CULTURAL CONFLICT

What is Rohan's biggest fear about leaving the house to help the boy?

glimmer (glīm'ər) *n.*
a faint sign

❹ MAKE INFERENCES

Reread lines 208–220. What are some of the boy's character traits?


❺ CULTURAL CONFLICT

Reread lines 230–239. How are Rohan and the boy treated differently by the society in which they live?

FOR ADVANCED LEARNERS/PRE-AP

Write Interview Questions Rohan asks the boy many questions. What additional questions would students like to ask him? Have students write a list of interview questions. Encourage them to write open-ended questions—ones that can be answered with more than just a yes or no response.

Analyze Character Distribute copies of the Open Mind transparency. Have students fill in the diagram with thoughts and feelings that the boy from the squatters' camp might be having up to this point. Suggest that they review details in the story that give clues about the boy's thoughts and personality. When they have completed their diagrams, have them draw conclusions about this character.

 **BEST PRACTICES TOOLKIT—Transparency**
Open Mind p. D11

Pa
th
he

Ha
cha
• E
b
tc
• M
th
ta
th
• In
re.

❸ C
P
ssi
want
by th
even
Exter
discri
What
discri

(vīg'ər-es-lē)
etically

INFERENCES
Do you think Rohan
will open the gate?

Passage

ts can
of
le
ns "I
ust
ck-
o
ents
e

went everywhere by car. With all the locks down, of course. The only people who walked were poor people. His eyes were drawn to a group of young men walking toward them. They were still some distance away, but already Rohan began to feel uneasy. They were coming from the crossroads that his dad always approached on full alert. Rohan knew how his father jumped the red lights when the road was clear, especially at night. Everyone had heard stories of gangs who hijacked cars waiting for the lights to change.

250 The handle had begun to feel like it was cutting into his fingers. The boy must have sensed something because he signaled to Rohan to lower the bucket. For a few seconds they each stretched their fingers.

"It's too far? You want to go?" The boy was giving him a chance to change his mind. To leave and go back home. He had already helped carry the water more than half the way. He could make an excuse about the time. But the thought of running back to the house along the road on his own now worried him.

"No, it's fine. Let's go." Rohan heard a strange brightness in his own voice. He curled his fingers around the handle again. 26

260 As they drew nearer the men, Rohan felt their gaze on him and suddenly his head was spinning with questions. Why on earth had he offered to help carry the water? What did he think he was doing coming down here? And he hadn't even yet entered the squatter camp itself!

"We go here." The boy's voice steadied him a little.

Rohan turned and stared up at his old ski slope. He felt the force of the young men's eyes on his back as he and the boy began to ascend the rough track. Someone behind called out something in Zulu¹⁴ and, without turning, the boy shouted back.

The words flew so quickly into one another that Rohan didn't pick up any even though he was learning Zulu in school. They must be talking about him, but he was too embarrassed—and frightened—to ask. He could feel his heart pumping faster and told himself it was because of the stiff climb. He needed to concentrate where he put each foot. The track was full of holes and small stones. A quick glance over his shoulder revealed that the young men had also entered the squatter camp but seemed to be heading for a shack with a roof covered in old tires on the lower slope. A couple of them were still watching. He must just look ahead and control his fear. As long as he was with the boy, he was safe, surely? 27

A bunch of small children appeared from nowhere, giggling and staring. He couldn't follow their chatter but heard the word "*iNdiya!*" The boy ignored them until a couple of children started darting back and forth in front of them, sweeping up the red dust with their feet.

"*Hambani!*" Rohan could hear the boy's irritation as he waved them away. But the darting and dancing continued just out of reach.

26 MAKE INFERENCES
What do you think gives Rohan renewed determination to help?

27 MAKE INFERENCES
Reread lines 269–278.
What is Rohan afraid of?

14. Zulu (zoo'loo): the language of the Zulu, a Bantu people of South Africa.

DIFFERENTIATED INSTRUCTION

FOR ENGLISH LEARNERS

Vocabulary: Cognates [shared-language groups] Have groups scan the story for cognates and report their findings to the class. Spanish cognates on this page include

- *especially/especialmente* (line 248)
- *strange/extraño, -a* (line 258)
- *force/fuerza* (line 265)
- *ascend/ascender* (line 266)
- *concentrate/concentrarse* (line 273)
- *appeared/aparecieron* (line 279)

"*Hambani-bo!*" This time the boy's voice deepened to a threat, and the cluster of children pulled aside with one or two mischievous grins. Beads of sweat had begun trickling down the boy's face. With his own skin prickling with sticky heat, Rohan wondered at the wiry strength of the boy whose back, head, and bucket were still perfectly upright as they mounted the hill.

290 "It's that one—we stay there." The boy, at last, pointed to a structure of corrugated iron,¹⁵ wood, and black plastic a little further up. It was not far from the old fig trees. For a moment Rohan thought he would say something about his hideout which the first squatters had pulled down. But he stopped himself. Maybe the boy had even been one of them!

As they drew nearer, they heard a woman moaning and a couple of other women's voices that sounded as if they were comforting her. The boy lowered the bucket swiftly from his head and pushed aside a plywood sheet, the door to his home.

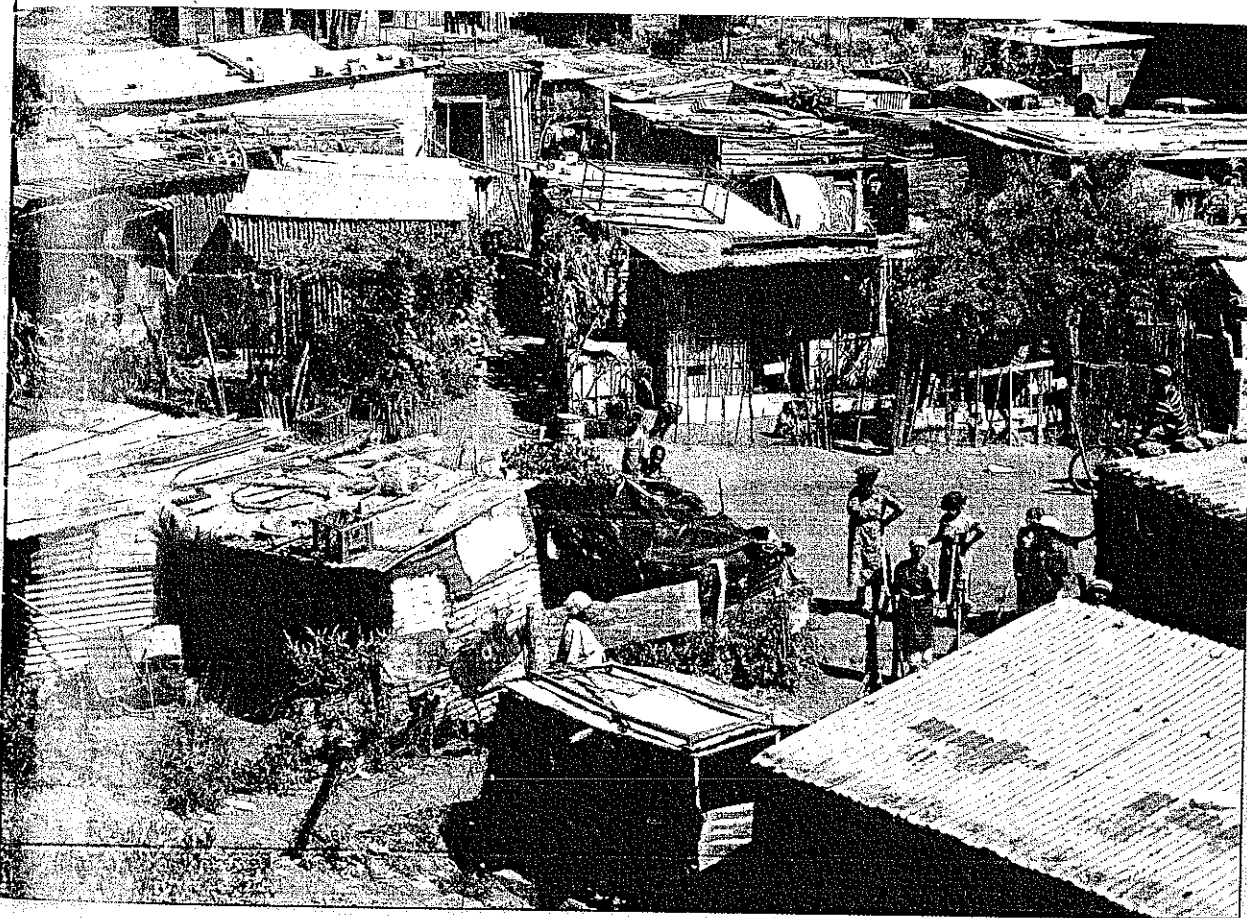
ANALYZE VISUALS

What do you think life is like in the setting pictured?

15. **corrugated** (kór'a-gā'tīd) iron: sheet iron with parallel ridges.

MAKE INFERENCES

What do you think Rohan renewed his determination to help?



MAKE INFERENCES

What is Rohan afraid of?

FOR ENGLISH LEARNERS

Vocabulary: Phrasal Verbs [mixed-readiness pairs] Explain that a phrasal verb is a verb combined with a preposition. Point out two phrasal verbs on this page: *pulled aside* (line 286), which means "parted" or "separated," and *pulled down* (line 293), which means "destroyed." Tell students that several phrasal verbs contain the word *pull*. Share the following list of phrasal verbs and their meanings, and challenge students to work

with a more fluent partner to write sentences. They may use various tenses of the verbs in their sentences.

- *pull in*, "arrive"
- *pull off*, "succeed"
- *pull over*, "stop at the side of the road"
- *pull through*, "recover"
- *pull out*, "leave"

Li
R
Di
ha
dc
Re
he
in
at
sta
als
Ro
ing
los
so

Rohan wasn't sure what to do. He knew he couldn't follow. The sounds from within scared him. The moans were rapid and painful. . . .

Rohan folded his arms tightly, trying not to show how awkward he felt. The little children were still watching but keeping their distance. They could probably also hear the cries. It would be hard to keep anything private here. The only other people nearby were two gray-haired men sitting on boxes a little lower down the hill. One of them was bent over an old-fashioned sewing machine placed on a metal drum, a makeshift table. Normally Rohan would have been very curious to see what he was stitching, but now he was just grateful that both men were **engrossed** in talking and didn't seem interested in him.

engross (ĕn-grōs') v.
to completely occupy

He turned to look up the hill—toward his house and the others at the top protected by their walls with wires, spikes, and broken bottles. When he had hidden in his hideout down here, he had always loved the feeling of being safe yet almost in his own separate little country. But that had been a game and he could just hop over the wall to return to the other side. Surrounded now by homes made out of scraps and other people's leftovers, this place seemed a complete world away from the houses on the hill. In fact, how was he going to get home? If he didn't leave soon, Ma would be back before him. Would the boy at least take him part of the way through the squatter camp? He needed him to come outside so that he could ask him.

"What do you want here?"

Rohan spun around. A man with half-closed eyes and his head tilted to one side stood with his hands on his hips, surveying Rohan from head to foot. His gaze lingered for a moment on Rohan's watch.

"I . . . I brought water with . . . with . . ." Rohan stammered. He hadn't asked the boy his name! Panic-stricken, he pointed to the door of the shack. The man stepped forward, and Rohan stumbled back against the wall of corrugated iron. The clattering brought the boy to the door. The man immediately switched into loud, fast Zulu. The boy spoke quietly at first, but when the man's voice didn't calm down, the boy's began to rise too. Even when he pointed to the bucket and Rohan, the man's face remained scornful. Rohan was fully expecting to be grabbed when a sharp baby's cry interrupted the argument. The boy's face lit up, and the man suddenly fell silent. Rohan's heart thumped wildly as the man's eyes mocked him before he turned and walked away.

Rohan folded his arms tightly, trying not to shake. Before he could say anything, a lady appeared behind the boy, placing a hand on his shoulder.

"You have a little sister!" She smiled at the boy and then at Rohan. She looked friendly but tired. Her cheeks shone as if she too had been perspiring. It was obviously hard work helping to deliver a baby.

"Tell your mother thank you for the water. You really helped us today."

Rohan managed to smile back.

"It's OK." His voice came out strangely small.

"Solani will take you back now—before it gets dark."

Rohan felt a weight lifting. He did not need to ask.

Targeted Passage

CULTURAL CONFLICT
Why do you think the man is scornful and mocks Rohan with his eyes?

sent
doesn't
camp.
y does
of

IT

ire that
Solani?
baby
ed
s him
ness by

794 UNIT 7: HISTORY, CULTURE, AND THE AUTHOR

DIFFERENTIATED INSTRUCTION

FOR LESS-PROFICIENT READERS

Targeted Passage [Lines 309–338]

This passage shows the climax of the story and the development of the main character.

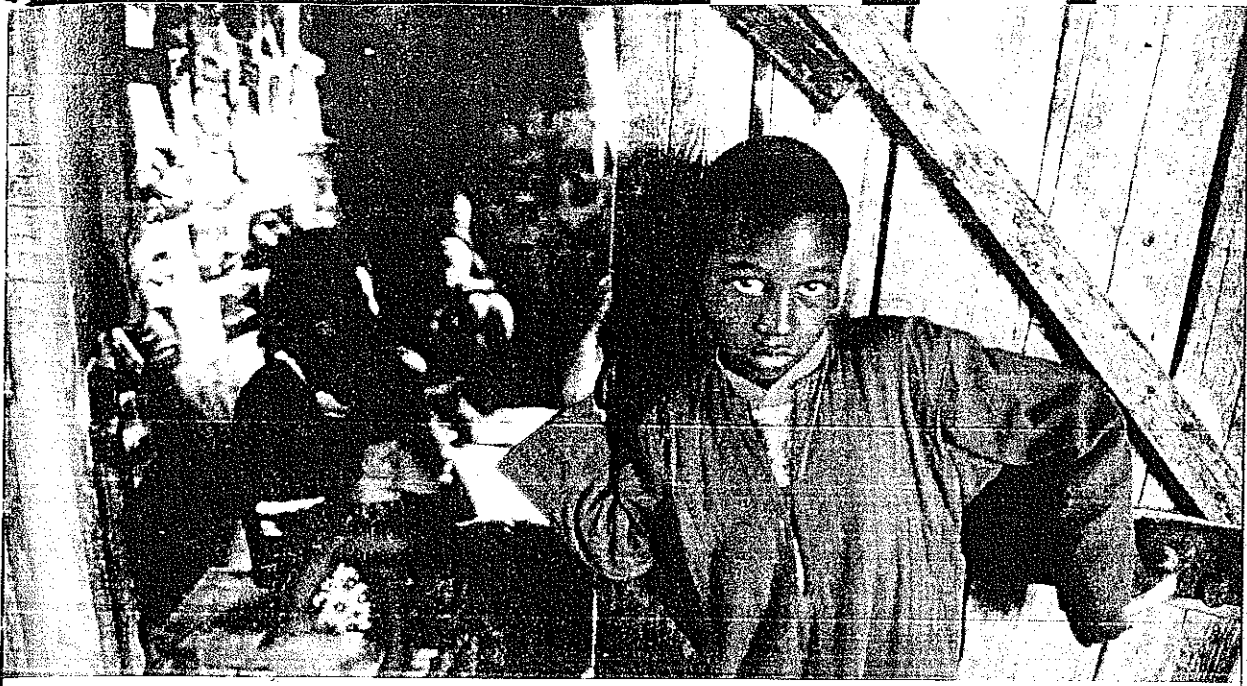
- What does Rohan see as he looks up the hill?
- What does Rohan worry about?
- Who confronts Rohan? What is this person's attitude toward Rohan?
- What happens to end the tense situation between Rohan and the man?

FOR ENGLISH LEARNERS

Vocabulary: Suffixes Point out these words: *immediately* (line 326), *quietly* (line 327), *wildly* (line 331), *tightly* (line 333), *suspiciously* (line 352), *rapidly* (lines 364–365). Explain that adding *-ly* to an adjective creates an adverb. Challenge students to create new words by adding *-ly* to other adjectives. Then use Common Suffixes to help them understand other suffixes and words that contain them.

BEST PRACTICES TOOLKIT—Transparency
Common Suffixes p. E15

THE AUTHOR



The sun was getting lower and made long rodlike shadows leap beside them as they scrambled down the slope. Knowing the boy's name made Rohan feel a little easier, and he wondered why he hadn't asked him earlier. He told Solani his own, and the next thing he was telling him about riding on garbage can lids down the ski slope. Solani grinned.

"It's good! But this place—it's a road now. We can't do it. The people will be angry if we knock someone down."

350 Rohan understood that. But what he didn't understand was why the man with scornful eyes had been so angry with him. And why had those other young men looked at him so suspiciously? He decided to ask Solani.

"They don't know you. Sometimes people come and attack us. So if a stranger comes, they must always check first."

When they reached the road, neither spoke. The hometime traffic would have drowned their voices anyway. Rohan thought about what Solani had said about him being a stranger. Surely they knew that he was from one of the houses on top of the hill. The houses that also did not welcome strangers. Like the squatters. ④

360 They parted at the top of the hill. Rohan was anxious to reach the house before his mother returned, and Solani was eager to see his baby sister. Opening the electronic gates, Rohan was relieved that his mother's car was neither in the yard nor the garage. He dashed upstairs to his room and peered out of the window over to the squatter camp. The evening was falling very rapidly. His mother would be home any minute—and his dad. Neither liked to drive in the dark if they could help it.

ANALYZE VISUALS

Note the boy's expression and body language. What can you infer about his mood?

④ CULTURAL CONFLICT

What do Rohan's neighborhood and the squatters' camp have in common?

ANALYZE

Students may see the boy's expression as solemn and serious.

About the Author: The author has captured a moment in many countries. Other countries include Iran, Cambodia, and Afghanistan. The author says, "I try to peeking out, face. I try to person, a person that you could

LITERARY

④ CULTURAL CONFLICT

Possible an fearful of st

FOR LESS-PROFICIENT READERS

Reading Skill Follow-Up: Make Inferences

[paired option] Remind students that they make inferences based on two things: what they read in the story and what they know. Have pairs reread lines 309–325 and use the graphic organizer to help them determine why Rohan didn't think earlier to introduce himself and ask Solani for his name.

Evidence from Story

From the time he offered to help Solani, Rohan has been nervous about his safety and his parents finding out about the incident.

My Knowledge

Being nervous can keep someone from reaching out to another person. A person might not think to learn a stranger's name.

Rohan fixed his eyes on the deep crimson scar, hoping to see Solani climbing the slope. How strange to think that he had been there himself less than half an hour ago. In that other world. Yes! There was Solani! A tiny, wiry figure ³⁷⁰ **bounding** up the hill. Not **hampered** this time with a container of water on his head. Rohan watched Solani weave through other figures traveling more slowly until three quarters of the way up the hill, he darted off and disappeared into the darkening shadow that was his home.

bound (bound) v. to leap forward

hamper (häm'pär) v. to prevent the free movement of

Rohan surprised his parents by joining them for the eight o'clock news. The story about the rescue of mother and baby from the floods in Mozambique was repeated.

"Sophia Pedro and her baby daughter Rositha were among the lucky few. Many thousands of Mozambicans are still waiting to be lifted to safety. . . ."

This time the reporter added their names. Rohan observed the mother ³⁸⁰ more closely. Had she also cried and moaned like Solani's mother? With the roaring waters underneath, how many people had heard her? ☐

"It's nice to see these South African soldiers doing some good," said Ma when the news was finished.

Rohan wished he could say what he too had done that afternoon. But he feared the storm that it would let loose and went upstairs to his bedroom. Before slipping between his sheets, he peered out once again through the bars at the hill swallowed up by the night. He thought he saw a light still flickering in Solani's home and wondered how many people were tucked inside the sheets of iron, plastic, and wood. He prayed that Cyclone Gloria ³⁹⁰ would keep well away.

Next morning, the glint of metal beside the gate caught his eye from the front door. His dad was reversing the car out of the garage. Rohan ran across the drive. There, just inside the gate, was a wire car. A small, perfect Merc! Who could it be from, except Solani? He must have slipped it through the bars of the gate in the early morning. Quickly Rohan pushed it behind a cluster of scarlet gladioli. If his parents saw it, they would want to know from where it had come. They would discover he had gone out of bounds. . . .

Well, so had Solani! Each of them had taken a risk. He needed time to think. In the meantime, the car would have to be his secret. Their secret.

⁴⁰⁰ His and Solani's. ☐

MAKE INFERENCES
Why has Rohan become more interested in the news?

Targeted Passage

in the
er:
pe-
nder

?
n.
ther
le that

quat-
ist
story,
just each
no boys
reen
the
ied?

the
Rohan's
ve been
oint of
s?

DIFFERENTIATED INSTRUCTION

FOR LESS-PROFICIENT READERS


☐ Targeted Passage [Lines 374-400]

This passage contains the resolution of the story.

- What does Rohan think about as he watches the news with his parents?
- Does Rohan tell his parents what he has done? Why or why not?
- What does Rohan find the next morning?
- Why does he decide to keep Solani's gift a secret?

FOR ADVANCED LEARNERS/PRE-AP

Character Map [paired option] Distribute copies of the Character Map. Check students' understanding of the journey Rohan has made from the beginning to the end of the story by having them complete the map. Then have them discuss with a partner whether or not they identify with Rohan. Would they have reacted similarly to the events of the story?

 **BEST PRACTICES TOOLKIT—Transparency**
Character Map p. D8

Comprehension

1. Recall Why doesn't Rohan go to his hideout anymore?
2. Recall Where has Rohan seen Solani before Solani comes to his house?
3. Represent Make a sketch showing Rohan's house and the squatters' camp. Think about what these places look like and where they are in relation to one another. Use descriptions in the story to guide you.

Literary Analysis

4. Make Inferences About Characters Review your chart of inferences about the characters and their culture. Why does Rohan think it's the right decision to help Solani? Name three reasons why these two boys might be drawn together.
5. Analyze Cultural Conflict What causes the residents of Mount View to discriminate against the squatters? Consider what you know about the history and culture of South Africa as well as events in the story's plot. Record your response in a diagram like the one shown.


```

            graph LR
            C1[Cause] --> E[discrimination against squatters]
            C2[Cause] --> E
            C3[Cause] --> E
            
```
6. Evaluate Attitudes Describe the attitudes of Rohan's mother and father toward the squatters. Do you think they are prejudiced against Africans? Then consider Rohan's experience in the squatters' camp. Do you think the Africans are prejudiced against him? Explain your responses, citing evidence from the story.
7. Make Judgments Who do you think took the greater risk by going out of bounds—Rohan or Solani? Explain your answer.
8. Predict Do you think that Rohan and Solani will be able to maintain their friendship? Why or why not?

Extension and Challenge

9. Literary Criticism As a child, Beverley Naidoo didn't notice that she lived in an unfair society. "It was like being brought up to be a horse with blinkers," she has said. "Luckily when I left school, I met people who challenged me ... and I was able to take off the blinkers." How do Rohan's experiences in "Out of Bounds" reflect the author's background?
10. SOCIAL STUDIES CONNECTION Research Nelson Mandela's role in ending the system of apartheid in South Africa. Why is he considered an inspirational leader?



RESEARCH LINKS

For more on Nelson Mandela, visit the Research Center at ClassZone.com.



Nelson Mandela

to help them.) His father, however, expresses no sympathy. He builds the garden wall higher and discourages his son from helping the poor. The squatters also show signs of prejudice against Rohan when they make negative assumptions about him.

7. Some students might say Rohan took the greater risk, because he has been taught that poor people will attack or rob him. Others may say Solani took the bigger risk by entering an area where he was unwelcome and where he may have been falsely accused of a crime.

8. Students might say that class differences would make maintaining a friendship difficult for the boys.

Extension and Challenge

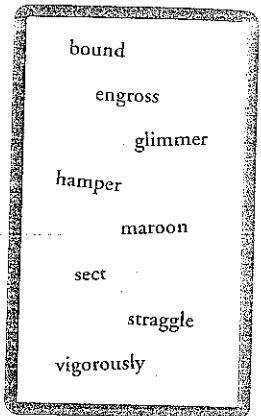
9. Students should look at the ways in which Rohan's journey "takes off the blinkers" and lets him see that he lives in an unfair society.
10. SOCIAL STUDIES CONNECTION Encourage students to learn about Mandela's activities before his imprisonment and how he became a force for change in South Africa.

Vocabulary in Context

VOCABULARY PRACTICE

For each item, choose the word that differs most in meaning from the other words. Refer to a dictionary if you need help.

1. (a) bound, (b) leap, (c) spring, (d) stroll
2. (a) engross, (b) distract, (c) involve, (d) interest
3. (a) glimmer, (b) trace, (c) fraction, (d) excess
4. (a) hamper, (b) free, (c) prevent, (d) hinder
5. (a) maroon, (b) rescue, (c) save, (d) retrieve
6. (a) sect, (b) denomination, (c) group, (d) everyone
7. (a) straggle, (b) lead, (c) scatter, (d) dawdle
8. (a) vigorously, (b) energetically, (c) enthusiastically, (d) weakly



VOCABULARY IN WRITING

Using at least two vocabulary words, write a paragraph from Solani's point of view telling how he felt as he approached Rohan's house to ask for water.

EXAMPLE SENTENCE

I was afraid, but I couldn't let that **hamper** me because my mother needed water.


VOCABULARY STRATEGY: HOMOGRAPHS

Homographs are words that look the same but have different meanings, origins, and sometimes pronunciations. For example, in the phrase "out of bounds," *bounds* means "boundaries." However, in the sentence "Solani bounds up the hill," *bounds* means "springs forward."

If a familiar-looking word does not make sense to you, look at the words around it for context clues to other possible meanings. For further help, check a dictionary.

PRACTICE Use context clues to define the boldfaced words. Then check your definitions in a dictionary and note the word's origin.

1. She said goodbye to him in front of a **bank** of elevators.
2. The goatherd **drove** his flock up the hill.
3. Great-Grandma's **lined** face shows her age.
4. Your **pupils** grow tiny when you step into bright sunlight.
5. Cowhands herded longhorn **steers** into a corral.

 **VOCABULARY PRACTICE**
For more practice, go to the Vocabulary Center at ClassZone.com.

DIFFERENTIATED INSTRUCTION

FOR ENGLISH LEARNERS

Vocabulary Practice [mixed-readiness pairs] Encourage students having trouble with the exercise to review the definitions and context of the words in the selections. Pair English learners with fluent speakers to identify the word that differs most in meaning from the others in each set.

FOR ADVANCED LEARNERS/PRE-AP

Vocabulary Strategy Have students find more examples of homographs in the selection. Then have them compare their lists to find out who identified the most homographs. Remind them to check their words in a dictionary to make sure each homograph pair has two separate entries.

Reading-Writing Connection

Demonstrate your understanding of "Out of Bounds" by responding to these prompts. Then complete the Grammar and Writing exercise.

WRITING PROMPTS

A. Short Response: Write a Journal Entry

How has reading this story affected your beliefs about whether it's right to go "out of bounds" to help another person? Write a **one-paragraph journal entry** explaining how the story changed your thinking or confirmed your beliefs.

A well-written entry will . . .

- state your original ideas about whether it's ever good to go out of bounds
- use examples from the story to explain why your thinking changed or stayed the same

B. Extended Response: Create a Community Plan

How could the residents of Mount View improve their relationship with the squatters? Write a **two- or three-paragraph plan** to help the two communities better understand one another.

A strong plan will . . .

- reflect an understanding of the relationship between the communities in the story
- present several ideas to bring the two communities together

GRAMMAR AND WRITING

USE COLONS CORRECTLY A colon should be placed after a formal greeting in a business letter (*To Whom It May Concern:*) and before a list of items (*I had the following foods for breakfast: eggs, toast, and cereal*). When using a colon to introduce a list, avoid placing it directly after a verb or a preposition. Instead, insert the colon after a noun or after the words *the following*.

Original: The squatters suffer from: poverty, homelessness, and a lack of water.

Revised: The squatters suffer from the following: poverty, homelessness, and a lack of water. (*Inserting the following after the preposition from makes use of the colon correct.*)

PRACTICE Rewrite the following letter, correcting the colon errors.

Dear Mount View residents

To improve our relationship with the squatters, we are recommending that residents provide squatters with: food, water, and blankets. Also, we request that these professionals offer aid to the squatters, doctors, nurses, and teachers. From the walls, please remove: wire, spikes, and broken glass.

For more help with using colons correctly, see page R50 in the *Grammar Handbook*.

DIFFERENTIATED INSTRUCTION

FOR LESS-PROFICIENT WRITERS

For Prompt A:

1. Have students write a topic sentence for the paragraph based on the question.
2. Next, have them write a sentence for each of the original ideas they listed.
3. Then have them write at least one sentence for each original idea, explaining whether their ideas have changed.
4. Finally, have them write sentences that explain the way the examples from the story changed or confirmed their beliefs.

For Prompt B:

Students may organize their plans in this way:

- **First paragraph:** Students should write a thesis statement and describe the most serious problems between the residents of Mount View and the squatters' community.
- **Second paragraph:** Students should propose two or three solutions.
- **Third paragraph:** Students should conclude with a description of how their plan will bring the two communities together.

Reading

WRITING

- For Prompt A: Write a two-paragraph journal entry explaining how the story changed your thinking or confirmed your beliefs.
- For Prompt B: Write a two- or three-paragraph plan to help the two communities better understand one another.

For writing

Write

GRAMMAR

Remind students to use colons to address the recipient of a letter, usually after a comma. Example: Dear Rohan,

Possible a

Dear Mount

To improve

we are recom

squatters

we request

to the squ

From the

wire, spike

RESOL

Use C

Assess

Assess

RESOL

Select

Test C

Reteach

STAND

Literat

Readin

Vocab

Hon