# Lesson 2: Entrance Ticket

### Learning Targets:

|  |  |  |
| --- | --- | --- |
|  | 1. I can analyze the main ideas and supporting details in a clip from *God Grew Tired of Us.* (SL.7.2) 2. I can explain how the ideas in the video answer our questions about the Lost Boys of Sudan. (RL.7.9) | Complete **During** the Lesson |

**Directions:** As you enter class, **READ** the first learning target, and **WRITE** an answer to the following questions.

What, if any, are the differences between main ideas and central ideas?

**Answer Here:**

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What other questions do you have about this learning target?

**Answer Here:**

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## Lesson 2: Main Ideas and Supporting Details in Video

### Learning Targets:

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| --- | --- | --- |
|  | 1. I can analyze the main ideas and supporting details in a clip from *God Grew Tired of Us*. (SL.7.2) 2. I can explain how the ideas in the video answer our questions about the Lost Boys of Sudan. (RL.7.9) | Complete **During** the Lesson |

# Directions: Use this chart to THINK, WRITE, and analyze the main ideas and supporting details in this clip of *God Grew Tired of Us*. Use the box labeled “Common Elements in a Video” as a reference for your analysis.

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| Common Elements in a Video (for reference): specific images, video, maps, graphics, narration, interviews, and music. |
| Main Ideas from the Video |
| Supporting Details |

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**Answer Here:**

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| Brief SummaryThe clip 0:00–1:10 of *God Grew Tired of Us* is mostly about . . . |

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## Lesson 2: Selected Response Questions

### Learning Targets:

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| --- | --- | --- | --- |
|  | 1. I can analyze the main ideas and supporting details in a clip from *God Grew Tired of Us*. (SL.7.2) 2. I can explain how the ideas in the video answer our questions about the Lost Boys of Sudan. (RL.7.9) | Complete Independently | **After** the Lesson |

**Directions:** If possible, view the video clip before answering these questions. If not, **READ** and **THINK** about your Main Idea and Details note-catcher from Lesson 2 to answer the following questions.

1. **Part A:** Which of the following are the main ideas in this video clip? Select all that apply. (SL.7.2)
2. Two million people lost their lives due to the civil war in Sudan.
3. The young men walked a thousand miles to safety.
4. The civil war in Sudan was devastating for the people who lived there.
5. The boys had good food and education at the camp.

**Part B:** Which supporting details from the video clip best support the main ideas identified in Part A? Select all that apply. (SL.7.2)

1. Two million people lost their lives due to that war.
2. The war started in 1983.
3. There were 86,000 people in the refugee camp in Kakuma.
4. Thousands of young men walked a thousand miles to safety.
5. Which of the following questions does this clip answer? (SL.7.2)
   1. What happened to the girls in Sudan?
   2. What happened to the people in Sudan as a result of the civil war?
   3. Why were the people of Sudan fighting?
   4. What kinds of work could the boys do at the camp?

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While we were in Nairus, the enemy captured Kapoeta again so the UN decided to bring us to Lokichiogio across the border into Kenya. When we came to Lokichiogio, we lived there but were still scared that something might happen again so the UN decided to bring us Kakuma, Kenya further in from the border. This was in 1992. In Kakuma, the native people treated us badly because they didn’t know us. They were nomadic people called Turkana. They didn’t know Sudanese. In 1994, I went back to Sudan. In 1995, I went to Ifo in Kenya. I lived in a refugee camp there trying to find a way to get to America. Three years later, I flew out of Nairobi to America and started high school in Rochester, Minnesota. I didn’t know if I would find a good way of living anymore before I came to America. When I graduated from high school, I started community college and now I’ll be going to Winona State University.

It took me a long time to realize that I have gained a lot from living with so many people in the refugee camps. Nobody can believe it that I can speak 14 different languages. It was a part of learning while going through bad things. You can go through a lot but one day things can change. With my classmates, I don’t compare myself to them. I didn’t have a good life when I was a young kid, but today I’ve learned more and I have a good life. This is a summary of my experiences but there is more to explain for each example I’ve given. I’m so glad I’m still alive and this is my story.

Source: Excerpted from Wilkes, Sybella (Ed.). *One Day We Had to Run!: Refugee Children Tell Their Stories in Words and Paintings*. Millbrook Press, 1994. Used by permission of the editor. All rights reserved.

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