# Lesson 1: Read “The ‘Lost Girls’ of Sudan”

### Learning Targets:

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|  | 1. I can determine two or more central ideas in “The ‘Lost Girls’ of Sudan” article and analyze their development over the course of the text. (RI.7.2) 2. I can write an objective summary of “The ‘Lost Girls’ of Sudan” article. (RI.7.2) | Complete Independently | **Before** the Lesson |

### The ‘Lost Girls’ of Sudan

Just before the entrance of Kakuma refugee camp in the desert of Northern Kenya, a billboard proclaims “Women rights are human rights.”

But across the barrier, in the hot, teeming warren of huts and dust roads, 17-year-old Grace Anyieth has not seen much evidence of this slogan being put into practice.

In her foster mother’s compound, she picks through beans, sifting out dirt, preparing lunch.

She lists her chores: cooking, cleaning, washing, fetching water from the distant stand-pipe, looking after her guardian’s children.

In other words, she is an unpaid servant.

Grace and thousands of other Sudanese children—most of them boys—staggered out of their war-torn homeland to Kenya in 1992.

They had an extraordinary story to tell.

After their parents had been killed or lost in the mayhem of the civil war in Southern Sudan, the children spent years wandering through conflict and famine, dodging armies, militias and animal predators, seeking a place of safety.

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| Main Idea: Girls and boys escaped the civil war in Southern Sudan. |

### New Start

It was an epic march, which captured the attention of the world.

But while many of the boys—who became known as the “Lost Boys”—were resettled in the United States, the girls’ claim for equal treatment was overlooked.

“Why not the girls?” Grace asks, “I would have liked the chance to go abroad. You can be free there. Free to work, free to study.”

Few have thought to inquire about the fate of the “Lost Girls”.

Although an estimated 3,000 arrived in Kakuma in 1992, most have simply vanished from official records.

We find Ayen at school in Kakuma, listening to a lesson on human rights.

A tall, striking, young woman, Ayen would like to continue with her education.

But at 18, she feels time is running out.

“The problem is that my foster-parents could find a rich man, and then they will marry me off. Even if I don’t want to go, they will insist.”

The boys and girls were separated as soon as they arrived in Kakuma in 1992.

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| Main Ideas: The girls and boys were not treated the same. Many of the boys were resettled in (or moved to) the United States. But the girls were not. |

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### Valuable Brides

The boys were kept together as a group, living in villages within the camp.

According to Sudanese custom, the girls were placed with guardians who were supposed to protect them.

But many foster-parents—it seems—did not have the girls’ welfare at heart.

In a place where poverty is rampant, young women are a valuable commodity.

They can be sold off for a good bride-price.

When international attention focused on the lost boys, the Sudanese community kept the girls away from the limelight.

Sudanese leader, Gideon Kenyi, says, “The issue of dowries had become a priority to the people who are owning the girls. They see the girls as a way of generating wealth, by marrying them or by giving them to someone rich.”

Refugee workers from international agencies assumed that the girls were safe, because they were being sheltered by their own people.

That assumption has turned out to be wide of the mark. But the head of the UN refugee agency in Kakuma, Kofi Mable, is doubtful that the girls can be helped now.

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| Main Ideas: Many of the girls were sold for money (a bride-price) by their foster families. Not many people paid attention to this problem. |

### Living in Fear

Most no longer meet the strict resettlement criteria demanded by host countries, for single, unaccompanied minors.

“We have lost them . . . they are completely lost,” Mr. Mable says regretfully, “They have lost that status of lost girls. Some of them are mothers. They are married . . . There’s nothing I can do—or anyone else can do.”

But it is clear that some of the ‘Lost Girls’ continue to suffer greatly.

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| Main Ideas: Most of the girls are no longer children who can be resettled (or moved). Many of them continue to suffer. |

Source: Matheson, Ishbel. “The ‘Lost Girls’ of Sudan.” *BBC News*, 7 June 02. Used under BBC terms for not for profit use.

## Lesson 1: Entrance Ticket

### Learning Target:

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|  | 1. I can cite evidence to support my understanding of a text. | Complete **During** the Lesson |

**Directions:** As you enter class, **READ** the following title, and **WRITE** an answer to the following question.

Read the following title of the article “The ‘Lost Girls’ of Sudan.”

Which questions from the Questions about *A Long Walk to Water* anchor chart do you think this article will answer?

**Answer Here:**

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| **Responses will vary. Possible response: Were there Lost Girls of Sudan?**  **What happened to all the girls during the Sudanese Civil War?** |

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## Lesson 1: Close Read “The ‘Lost Girls’ of Sudan”

### Learning Targets:

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|  | 1. I can determine two or more central ideas in “The ‘Lost Girls’ of Sudan” article and analyze their development over the course of the text. (RI.7.2) 2. I can write an objective summary of “The ‘Lost Girls’ of Sudan” article. (RI.7.2) | Complete **During** the Lesson |

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| **Central Idea 1:**  **The Lost Girls’ human rights have been violated.** | **Central Idea 2:**  **The Lost Boys and the Lost Girls have been treated differently.** |
| Supporting Details:  * **“[U]unpaid servant”; cooking, cleaning, washing, fetching water, watching children** * **Unable to continue education** * **At risk of being sold off and married off in spite of their wishes** * **The girls were seen as a way of generating wealth** | Supporting Details:   * **Boys kept together in a group** * **Boys lived in villages in the camp** * **Girls were placed with “protective” guardians** * **Many of the boys were resettled in the United States** * **About 3,000 of the girls have vanished off official records** * **No hope for a better future** * **Girls are dominated** |
| Supporting Details: | Supporting Details: |

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# Directions: WRITE a summary of the article. In your summary, be sure to THINK and identify the two central ideas and the details the author uses to develop these central ideas.

**Answer Here:**

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| **Optional sentence starters:**  **The article “The ‘Lost Girls’ of Sudan” is mainly about . . .**  **For example, in the article, the author writes, “. . .**  **Also, the author shows how . . .**  **These details develop the central idea that . . .**    **The article “The ‘Lost Girls’ of Sudan” by Ishbel Matheson reports on the girls who fled Sudan during the civil war. Unlike the boys, they have been forgotten by the world.**  **After they fled Sudan for Kenya, the “Lost Girls” continued to face many challenges.**  **The girls were forced into slavery by those who were supposed to take care of them.**  **They were unable to receive the education they desired. Some were sold off to be married to men they didn’t wish to be married to. Often, they became a way for their guardians to make money. The girls were also treated very differently from the boys. While the boys were kept together in a group, the girls were separated and placed with guardians. The guardians often ended up abusing them. Many of the boys were resettled in the United States, but the girls have stayed behind. Even after fleeing their homes to find safety, the Lost Girls of Sudan ended up facing more hardship and abuses.** |

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## Lesson 1: Make Connections

### Learning Target:

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|  | 1. I can make connections between literary and informational texts about the same topic. | Complete Independently | **After** the Lesson |

**Directions:** Use this note-catcher to **THINK**, **WRITE**, and keep track of connections between the informational texts in the unit and the novel *A Long Walk to Water*.

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| Text | Idea or Text Excerpt from Informational Text | How Does It Connect? | Text from *A Long Walk to Water* |
| “The Lost Boys of the Sudan” | **“Wandering in and out of war zones, these ‘Lost Boys’ spent the next four years in dire conditions.”** | **This section describes the same difficulties Salva faces, and shows that his journey might last a long time.** | **“Everyone else began walking again. they went in the opposite direction from the rebels, for wherever the rebels went, there was sure to be fighting” (12).** |
| “The ‘Lost Girls’ of Sudan” | **“She lists her chores: cooking, cleaning, washing, fetching water from the distant stand-pipe, looking after her guardian’s children.”** | **The chores are similar to the chores Nya has to do.** | **“This was Nya’s daily routine seven months of the year. Daily. Every single day” (20).** |

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| Text | Idea or Text Excerpt from Informational Text | How Does It Connect? | Text from *A Long Walk to Water* |
| “The ‘Lost Girls’ of Sudan” | **Kakuma is a difficult place to live.** | **Salva spends time in a refugee camp.** | **“The refugee camps were run by foreign aid groups, but it was the government that permitted them to operate” (73).** |
| *God Grew Tired of Us* - Video Clip | **86,000 people lived at the Kakuma refugee camp.** | **Salva also describes how there were thousands of people who lived at the Kakuma camp.** | **“The Seventy thousand people lived at Kakuma. Some said it was more, eighty or ninety thousand.” (74).** |

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## Lesson 1: Homework: Main Idea and Details: “The ‘Lost Girls’ of Sudan”

### Learning Targets:

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| --- | --- | --- | --- |
|  | 1. I can determine two or more central ideas in “The ‘Lost Girls’ of Sudan” article and analyze their development over the course of the text. (RI.7.2) 2. I can write an objective summary of “The ‘Lost Girls’ of Sudan” article. (RI.7.2) | Complete Independently | **After** the Lesson |

**Directions:** **READ** and **WRITE:** Reread “The ‘Lost Girls’ of Sudan” and answer the questions below.

1. **Part A:** Which of the following are the main ideas in this article? Select all that apply. (RI.7.2)
   1. The Lost Girls’ human rights have been violated.
   2. Most Lost Girls work like unpaid servants.
   3. The Lost Boys and the Lost Girls have been treated differently.
   4. The Lost Boys lived in villages in the camp, while the Lost Girls were placed in families.

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

* 1. The girls and boys walked hundreds of miles and faced many dangers to reach the camps.
  2. The girls are at risk of being married off against their wishes.
  3. The boys were kept in a group while the girls were separated.
  4. Three thousand girls arrived at the camp.

1. Which of the following questions does this article answer? (RI.7.2)
   1. What happened to the boys who didn’t go to the United States?
   2. How can we help the Lost Girls of Sudan?
   3. Why were the girls treated differently from the boys?
   4. What happened to the girls who arrived at the refugee camp alone?

## Lesson 1: Language Dive: “The ‘Lost Girls’ of Sudan,” Paragraph 10

### Learning Targets:

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| --- | --- | --- |
|  | 1. I can determine two or more central ideas in “The ‘Lost Girls’ of Sudan” article and analyze their development over the course of the text. (RI.7.2) 2. I can write an objective summary of “The ‘Lost Girls’ of Sudan” article. (RI.7.2) | Complete **During** the Lesson |

**Directions:** If you are working digitally, you may move the sentence chunk strips directly on this page. If you are not working on a computer you will need to print a fresh copy of this page in order to cut out and rearrange the strips.

### Language Dive Sentence Chunk Strips









### Language Dive Note-Catcher

# But while many of the boys—who became known as the ‘Lost Boys’—were resettled in the United States, the girls’ claim for equal treatment was overlooked.

# Create a complete sentence by filling in the first box with a word that makes the two phrases contrast each other.

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| While | \_\_\_\_\_I like learning, | I get sad about some of the things I learn about. |

1. Complete the following sentence frame to talk about how Nya and Salva, the two main characters in the novel *A Long Walk to Water*, were from different tribes.

# But while Nya—who was born after the war—is from the Nuer tribe,

# Salva is from the Dinka tribe.

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| Sketch or draw a diagram showing how what happened to the “Lost Girls” and the “Lost Boys” was different.Drawings will vary. |

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