

Gabriel and Aluel's Journey From Sudan



SERP





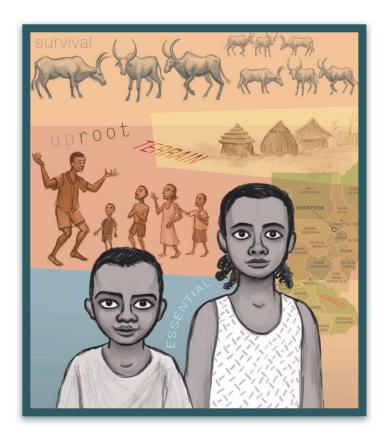








PART 1



WHAT HAPPENS TO YOUR LIFE WHEN YOU'RE UPROOTED?

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SoGen Unit 7.1

World Events

1946

- British unite northern and southern Sudan
- Northern Sudan granted greater power than the south

1956

Sudan achieves independence

1956-1972

First Sudanese Civil War

1972

Addis Ababa Agreement

1983

- Nimeiri declares Sudan a Muslim state
- Dinka leader John Garang (a Christian) establishes the Sudan People's Liberation Army (SPLA)
- Second Sudanese Civil War breaks out

1991

- Ethiopian government overthrown
- New government breaks relations with SPLA, expels Sudanese refugees

September 11, 2001

 Terrorist group al-Qaeda attacks the U.S.

January 2005

Comprehensive Peace Agreement signed in Sudan, ending the war between the Muslim northerners and the Christian southerners

January 2011

 Election to determine if Sudan should split into two countries

July 11, 2011

South Sudan is established as an independent nation, under the leadership of Dinka Salva Kiir

December 2013

 Conflicts between Dinka and Nuer over political power in South Sudan become violent

Events of Gabriel and Aluel's Journey

1980

Aluel is born in Fathai, southern Sudan

1982

Gabriel, Aluel's brother, is born

November 1990

- Fathai is attacked
 - Gabriel and Aluel **flee** with other children

January 1991

Aluel and Gabriel arrive at the Pinyudo Refugee Camp in Ethiopia

May 1991

Aluel and Gabriel, with other Sudanese, are forced to flee Pinyudo

December 1991

Aluel and Gabriel arrive at Kakuma Refugee Camp in Kenya



February 2000

Aluel and Gabriel are given U.S. visas

March 2000

Aluel and Gabriel arrive in Minneapolis, where they will learn English and attend college

January 2011

Gabriel and Aluel travel to Virginia to vote in the election for southern independence

July 2012

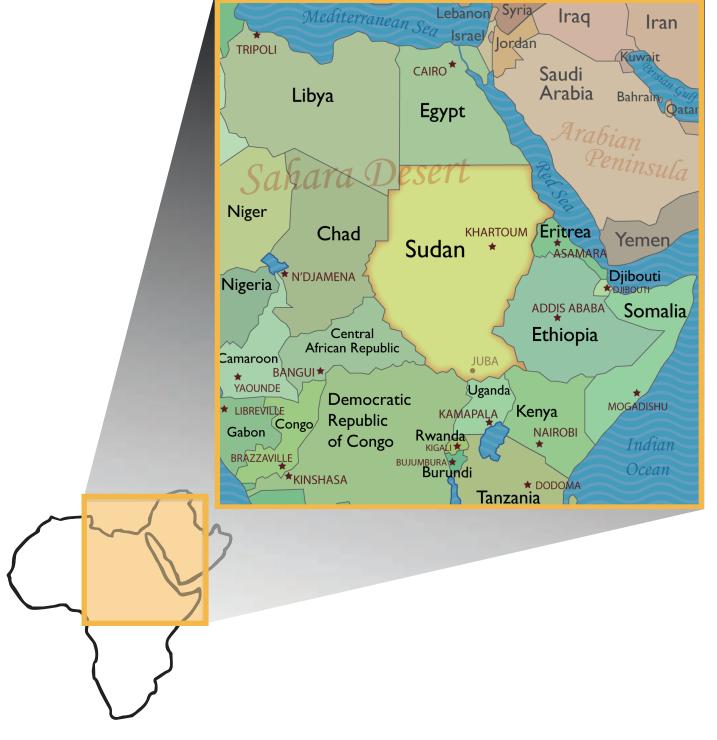
Aluel and Gabriel travel to newly independent South Sudan to visit family

Introduction

This is the first of six geography units that tell the story of how a sister (Aluel, which is pronounced *A-lool*) and her brother (Gabriel) had to **flee** from their village in southern Sudan in 1990, suffer danger and hardship, and travel across several geographic regions to safety.

Aluel and Gabriel are fictitious characters who represent the Lost Boys and Girls who were displaced by the conflict between northern and southern Sudan. Each unit begins with an **essential** question that will guide your discussions and writing for the week. This first unit asks: *What happens to your life when you're uprooted?*

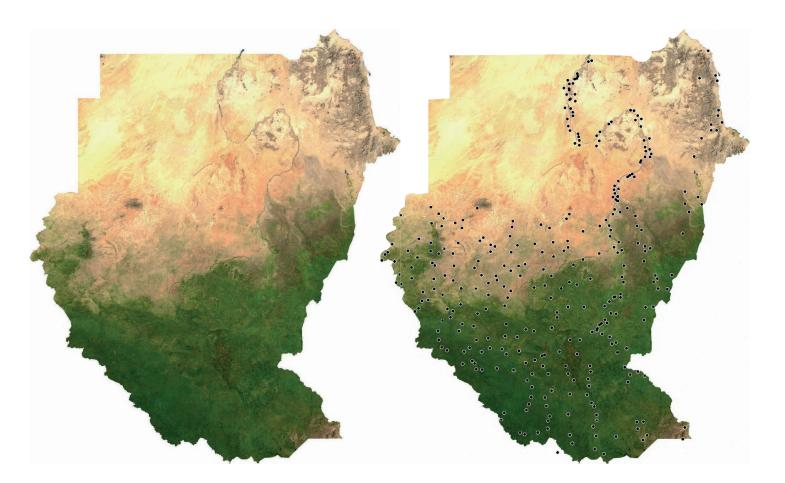
This question does not have one right answer, but it does have a lot of different ways to think about it. Exploring this question will help you understand that learning geography includes learning about people and the choices they sometimes have to make to **survive**.



Introduction



Aluel and Gabriel are part of the Dinka **ethnic** group and live in the village of Fathai, which is in southern Sudan.



YP TURN AND TALK

The map on the left is a satellite image of Sudan taken from more than 100 miles above the earth's surface. What different geographic regions do you see? Look at the map on the right. It is the same map, but it shows the location of Sudan's towns and villages. Why do you think people selected those locations for settling?

Reader's Theater

Should we stay or should we go?

Background Information: In 1990, Aluel was ten years old and her brother Gabriel was eight. They lived in a small Dinka village in the Jonglei region of southern Sudan. In the evening, after the family meal, the boys and girls would often gather together around the community fire and listen to stories of how their ancestors migrated from place to place to survive. These stories were an essential part of Dinka culture and connected the young people to their elders. The stories that were told and songs that were sung at these gatherings taught the children about their world.

Setting: One evening, 16-year-old Agor told Gabriel, Aluel, and their friends Makor, a 12-year-old boy, and Anok, a girl of 14, about what he had seen on a recent trip to visit relatives.

Agor: I am worried we will soon have to **flee** our village. Last month, government soldiers came all the way down to Heglig and told all the Dinkas they would have to convert to Islam or they would be killed and their houses burned. I was there visiting my cousins, and was lucky to **survive**. Some northern army soldiers saw me sneaking out of town and started to chase me.

Gabriel: How did you get away?

Agor: Well I know the **terrain** better than the intruders. So I was able to hide when they started to come close. Then their leader called them back to the city. I guess the fact that one boy escaped wasn't a big enough **dilemma** for them.

Makor: I don't think we have anything to worry about. The Sudan People's Liberation Army won't let the northerners come any closer to us than Heglig. Besides, it is **essential** that we stay in case we are needed to fight.

Anok: How can you be so sure, Makor? The northerners will stop at nothing to **uproot** or even destroy us. I think it is our own **survival** that is at stake.

Aluel: Agor, have you told your parents what you saw? Are they worried?

Agor: They say that this war has been going on for a long time. My father says that the war is not caused by religion or differences between northern and southern **ethnic** groups. He says it is all just about the oil that flows from fields outside of Heglig. He does not think cattle farmers like us will be bothered.

Anok: Well that is not what my parents say. They are very worried and are planning to migrate to Ethiopia or even Kenya where they say Dinkas are treated with respect.

Makor: Ha, Anok, they talk like that because they only have daughters. Girls are more of a **dilemma** to their parents than boys. We can take care of ourselves but you must stay with your family.

Aluel: Well I'm a girl too, Makor, and I think you need to get your **essential** facts straight. My parents tell me that John Garang will lead his Sudan People's Liberation Army to victory.

Agor: How can you be so sure, Aluel? Maybe your parents are just trying to keep you and your brother from worrying. To me, from what I've seen, it looks like one thing is certain; very soon we are going to have to decide whether to stay in our village or go to Ethiopia or Kenya. We may be **uprooted** but at least we will **survive**.

₹99 TURN AND TALK

From what you have read so far, who do you think shows the wiser point of view: Anok, Aluel, or Makor? Why?

Having listened to these young **ethnic** Dinkas, what do you think you would do in their place? What more information would you want to have to help you decide what to do?

Historical Facts About Sudan

The Events of 1983

Sudan President Gaafar Muhammad Nimeiri declared that Sudan would become a Muslim state governed by sharia law. Sharia law is the Muslim legal system based on the Quran, Islam's most sacred book, and on the example of Muhammad, the founder of the Muslim religion in the sixth century.

The inhabitants of the southern part of Sudan resisted the imposition of Islam. A rebellion against Nimeiri was led by John Garang, a Dinka, who formed the Sudan People's Liberation Army (SPLA). The Dinka and other southern tribes were attacked and their villages burned.

The Second Sudanese Civil War had started. Life in southern Sudan had never been easy, but now it was also extremely dangerous. Refugees, many of them children, **fled** toward Ethiopia seeking safety, and thinking that peace would soon be restored so they could return home. The war would last until 2005.

TURN AND TALK: Why do people migrate from the homelands where they have lived for many years? Are all migrants refugees? Are they all displaced or **uprooted**? Work with a partner to think about the following cases of **migration** and decide what the primary purpose of the **migration** is. Is there a secondary purpose?

Scenario	education	economics	culture	survival	ethics
Your family moves to a different city so you can go to a better school.					
Your mother goes for eight months to work at a job in North Dakota because the pay is so good there.					
Your older brother spends a year working in China so he can learn to speak Chinese and study Chinese music.					
You are sent to Arizona to live with an aunt because the hot, dry weather there will be good for your asthma.					
Your cousin comes from Guatemala to live with your family and escape being pressured to join a gang there.					
Your neighbor moves to Hollywood to try for an acting career.					
Dinka families flee toward Ethiopian refugee camps.					
Jot down an experience you or someone you know has h WHY the migration happened, including what was good a				moving. Th	ink about

▶ 1990: Gabriel and Aluel in Fathai, Jonglei Province, Sudan

The Village



Fathai, like the rest of southern Sudan, had a climate that was hot and sunny most of the year. The coolest time of the year was in the wet season (May to October), and the warmest time was during the dry season (November to April). The land, or **terrain**, around them was mostly flat, but dotted with small hills and streams. The streams sometimes dried out if little rain fell during the wet season. In some ways, the weather was like parts of the southwest United States.

Survival was not always easy for Gabriel and Aluel, but they were part of a loving family and a close village community. Everybody in the village was Dinka, the largest of the **ethnic** groups living in southern Sudan. There were 3–4 million Dinka, who shared a language, a love of cattle, and a religion that mixed ancestor worship and Christian beliefs.

Gabriel and Aluel awoke early each morning to tend to their tasks. Gabriel took his father's cattle out to graze on the grasslands that surrounded the village. Dinka men and boys tend the cattle, an important form of wealth. While many Americans value new cars or large homes, the Dinka prize their cattle, which are passed on from father to son and used to pay for brides when young men get married.

Aluel's task was to help her mother clean their mud-thatched hut, cook, and work in one of the village gardens. In the garden, they grew sorghum (a grain), cassava (a root vegetable that is a bit like a potato), and maize (corn). This was their diet, along with milk from the cows, fresh water from streams, and sometimes fish or meat from wild animals.





Dinka homes



Sorghum

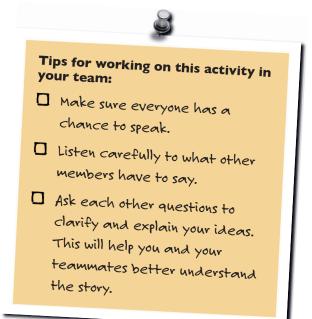
Making Comparisons

Compare Aluel and Gabriel's Life to Yours (when you were their age)

Now that you have learned a bit more about the cultural and **ethnic** background of Aluel and Gabriel, and the way they lead their lives, try to compare your life to theirs. First, try to remember back to when you were 8 or 10. You would have been in third, fourth, or fifth grade. Work with a group to think about the three biggest differences between the way you live and the way they live.

Use the chart below and the following questions to guide you:

- 1. What do you and they eat for breakfast, and where does your food come from compared to Aluel and Gabriel's?
- 2. What kind of chores are you expected to do, if any?
- 3. What is your climate and **terrain** like, compared to subsaharan Africa?
- 4. What are your traditions, values, and beliefs, compared to those of the Dinkas?
- 5. What is the country you live in like compared to southern Sudan?



Categories	Similarities	Differences
Food and diet		
Jobs for boys and girls		
Geography (climate and terrain)		
Culture (beliefs, values, and traditions)		
Citizen welfare (crime, traffic, safety, and availability of medical care)		

Making Comparisons

Now that you have talked to your team about several points of comparison between your lives and those of Gabriel and Aluel, write brief responses to the following questions:

Which three of the points of comparison do you think show the biggest differences between you and the Dinka?	
If you were living like a Dinka, which of these differences would you find the most difficult to adjust to?	
If Gabriel and Aluel moved into your town, which opportunities or experiences do you think they would miss the most?	

▶ 1990: Aluel and Gabriel's Story Continues

Who is attacking us? Why are we being attacked?



Gabriel left early one morning with the other boys to tend to the cattle. Aluel began her household jobs. She had to walk to a nearby stream about a mile from the village to get water for cooking and washing. She passed close to Gabriel and the cows, and decided to go and say hello.

Suddenly, in the distance, they heard loud explosions and saw smoke. Their village was under attack! Immediately, both started running back to the village to be with their family. About halfway there they met their friend Agor, **fleeing** from the village. He stopped them and said they shouldn't return. He told them that the soldiers were rounding up all the boys and girls in the village. Agor said they should leave

with the other Dinka children from their village. And they had to go now! Otherwise, their lives would be in danger.

Aluel and Gabriel hesitated. If they started walking barefoot with little water and no food into unknown lands, they might not **survive**, and who knows when or if they would ever see their parents again. If they went back, they risked death or capture. Deciding whether to stay or **flee** the village was the biggest decision they had ever faced in their lives.

They decided to **flee**. They were joining the large number of Dinkas who had begun to emigrate. They were not only becoming migrants – they had become refugees.



What kinds of refugees are there?

The United Nations (UN) is an international organization founded in 1945 by 51 countries after the millions of deaths and vast destruction of World War II. Today, the UN has 193 member states.

UN member countries commit to promoting peace and security, human rights for all, equal rights for women, access to food and clean water, and better living standards.

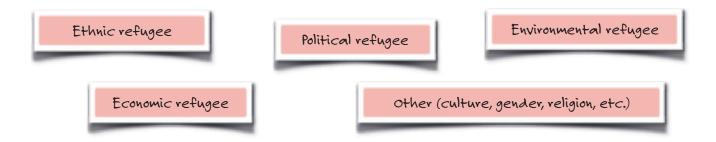
The UN also established a commission to protect refugees, or people who have been forced to leave their homes to escape unfair treatment or dangerous conditions. This commission focuses on solving refugee issues, including ensuring refugees can safely exercise their rights and find safe new homes. The activity below explores some of the reasons that people become refugees.

The UN has four main purposes:

- 1. To keep peace throughout the world.
- 2. To develop friendly relations among nations.
- 3. To work together to help poor people live better lives, to conquer hunger, disease and illiteracy, and to encourage respect for each other's rights and freedoms.
- 4. To be a centre for helping nations achieve these goals.

₹ TURN AND TALK

With a partner, look at the following scenarios and decide which category BEST applies to each situation. Then, look again and see if any other categories also apply, even if not quite so clearly.



- People identified as of Jewish origin **fled** to South America because they were persecuted by the Nazis in World War II.
- 2. The collapse of the Spanish economy has forced many young people to leave for work in other countries. _____
- 3. Some predict that by the year 2100, the Maldive Islands will be completely submerged by rising sea levels, displacing the entire population. _____
- 4. Several Pakistani girls were granted asylum in Britain because they were denied the right to get an education in their own country. _____
- 5. The opposition leader in South Korea received asylum in the United States after losing the election.

Universal Declaration of Human Rights

What can the world do about brutality?

For as long as history has been recorded, there have been accounts of brutal wars. Historians cannot agree on how many people died in World War II, but the general consensus is that between 50 and 70 million lives were lost. This astounding number of deaths spurred world leaders to come together to form the United Nations, with a goal of reducing violent conflicts. The UN established a set of **essential** rights for every human being. In 1948, world leaders agreed that these rights should apply to everyone, regardless of race, ethnicity, age, or gender.

Below are the first four articles from the UN's Declaration of Human Rights. In the column on the right, rewrite the article in your own words. Two examples have been done for you.



First Lady Eleanor Roosevelt with United Nations Universal Declaration of Human Rights in Spanish text

Universal Declaration of Human Rights



Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or **territory** to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Everyone deserves the rights in the Declaration, including people of:

- > any skin color
- > any language group
- → any sex
- > any belief
- → any religion
- > any country
- > any wealth

Article 3.

Everyone has the right to life, liberty and security of person.

You have the right not to be killed and to live in freedom and safety.

Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

PROFILE

My name is Mahsa, and I grew up in Iran. I came to the United States from Iran when I was 21, just after finishing my college degree in physics. I decided to move because I knew I wanted to go on for an advanced degree and work as a scientist, but also because I wanted to be free as a woman to live my life and express my views. My parents proposed that I should try to emigrate. They knew they would miss me, but they were worried too. In Iran, I felt I had to participate in the many demonstrations against the hard-liners in the government. They were afraid I would be arrested for speaking my mind. So I applied for fellowships in Europe and the United States, and received funding to study at Brown University in Providence, Rhode Island.

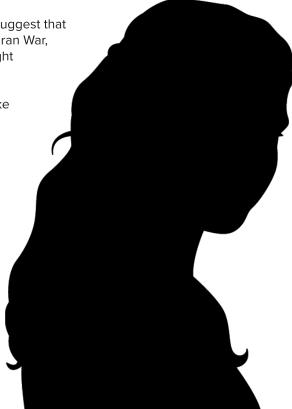
Coming to the States was very scary. I had never lived alone, and I wasn't sure my English was good enough. I received a single-entry visa. That essentially meant that I couldn't leave, even just to Canada or Mexico, because I would have to reapply for the visa to get back in. It can take months and months for Iranians to get visas, and meanwhile what about my studies? So my only contact with my family has been through Skype.

Eventually I made friends, but my first months here were lonely. Also I was anxious about my math and physics skills, but I soon discovered that I had learned enough in my Iranian high school and college to do better than most of my American classmates.

Life here is very different from Iran – in some ways it is better, and in other ways worse. I am not religious so I always resented having to wear a scarf and long sleeves in public in Iran, especially in hot weather. I like wearing whatever I want, being able to speak my mind without worrying, and feeling free to participate in political protests. And I like being able to go on dates or even just to take walks with male friends. When I was in college in Iran, I was almost arrested by the Basij, the paramilitary "morality police," because they caught me studying physics with a male friend. We only got away because we convinced them we were cousins.

Still, it bothers me a lot when the U.S. newspapers suggest that Iran is evil and wants war. I grew up during the Iraq-Iran War, and I know that most Iranians really don't want to fight Israel or the U.S. The people of Iran are essentially peaceful. They are also very interested in the U.S. – Justin Bieber is a big star there! I personally don't like the people in power in the government – but then lots of Americans don't like their political leaders either!

My parents are hoping I will go back to Iran after I finish my studies, but I have gotten used to saying what I think, interacting freely with men, and knowing people from many different cultures and religions. Besides, even though most science students in Iran are women, it is still harder for women to get high-level jobs in universities and engineering firms. I don't think I could fit into life in Iran anymore after experiencing life in the U.S. In fact, I don't think it would be safe for me to express my views. The government could easily think up reasons to arrest me, especially if it becomes even more authoritarian.



 \P TURN AND TALK: What human rights violations can you find in this profile?

Lives Uprooted

PROFILE

2

olan from Venezue

I've got four brothers and two sisters. I'm the oldest; I just turned 18. My dad was killed in a car accident about eight years ago. He was a truck driver. My mom used to run a lunch restaurant downtown. Nothing fancy, but each day she would make a lot of one thing—beans, fish, or whatever—and if you liked it you could order it. It was great because we always had leftovers for dinner. Then people started losing their jobs, and nobody was buying the lunches. We couldn't afford our rent anymore, and that's when we were **uprooted**. Now we live in the Tower of David, the world's tallest slum, in the capital city of Venezuela, Caracas.

Caracas used to be the jewel of South America. The country was prosperous because of oil reserves, and people who made money from oil spent it in restaurants like ours. In 1990, they started building the Tower of David, an office building that was going to be one of the tallest in Latin America. But the money ran out before construction was finished, and the project was abandoned. After a few years, people started moving into the tall, empty building, and now almost 3,000 of us live here. We are **surviving** but we are not living.

My family doesn't have it as bad as some, but we are much worse off than others. We live on the 19th floor, about halfway to the top. We have no running water, and we have to steal electricity. There is no elevator. The government promised housing for all, but we live in a very dangerous place. One of my sisters has a bad leg, so we sometimes have to carry her up 19 floors. And she is not getting lighter.

Even though we have the **essentials** for **survival**, my mom worries for our safety and our future. The Tower of David is run by gangs, and it's not uncommon for people to go missing if they upset the wrong guy. It's especially dangerous for girls and women walking up the dark stairs. Once a gang member started to mess with my other sister, bothering her. I told him to cut it out; now he says he's gonna push her out the window of our apartment and then he's gonna push me. I started to think that joining a gang was the

best way to protect my mom and brothers and sisters. But, if you look at who is most likely to go missing from the Tower of David, it's the guys in the gangs. The government isn't providing anything. The garbage builds up and everyone is always sick—coughing, sneezing, stomach aches.

I used to want to be a computer programmer. My teachers said I was pretty good at it in school, but now that I have graduated, I have no computer to practice on. So now that dream seems as far away as the distant lights that dot the mountains on the edge of the city. We want to leave, but there is nowhere to go. I have an aunt in New York who says that she could give us refuge, but relations between the U.S. and Venezuela are so bad we can't get visas. If I went alone, I could maybe get a job that pays enough to send some home. But then, who'd be here to protect my family? They

TURN AND TALK: What human rights violations can you find in this profile?

all need to come with me, especially my sister with the

bad leg.

Make Your Case

An immigration official has only one slot left to give to a refugee or asylumseeker. There are two applicants: Mahsa and Fabian. Your task is to work with your team to make the best case possible for whichever ONE of these two your teacher assigns you. In developing your case, think about the following questions for your candidate:

Mahsa

What is Mahsa's primary potential refugee status? What other refugee status might she have? Is she asking for asylum or not?

Fabian

	oian's primary ave? Is he aski	-	_	her refugee sta	atu
y		<i>y</i>			

REFUGEES AND ASYLUM: MORE BACKGROUND

Refugee status or asylum may be granted to people who have been persecuted or fear they will be persecuted on account of race, religion, nationality, political opinion, or membership in a particular social group. For more information about refugees, see p. 11.

REFUGEES

Under United States law, a refugee is someone who:

- Is located outside of the United States
- Is of special humanitarian concern to the United States
- Demonstrates that they were persecuted or fear persecution due to race, religion, nationality, political opinion, or membership in a particular social group
- ls not firmly resettled in another country
- Is admissible to the United States

ASYLUM

Asylum status is a form of protection available to people who:

- Meet the definition of refugee, but are already in the United States
- Are seeking admission at a port of entry

Writing

You are a lawyer presenting a case for either Mahsa or Fabian, as you prefer, to an immigration judge. Your client's case will be strongest if you can show how his/her human rights have been or would be violated without refugee/asylum status in the U.S.

Remember, words are power. Think of the relevance of the focus words to each of these two potential refugees to the United States. In doing so, can you strengthen the argument for the case that you are trying to make?

- ▶ Whose **survival** is more at risk?
- ▶ Who would be more **uprooted** coming to the United States?
- ▶ Who has an **essential** human right being violated?
- Whose dilemma do you think is greater?
- Who is more likely to flee the situation?
- Whose everyday terrain is more challenging?

Lopez Lomong: Running for Freedom

Lopez Lomong's running career started with the most important race of his life—the race for his life. In Sudan in 1991, at the age of six, Lopez was at mass with his family. Suddenly, rebel soldiers invaded the church and kidnapped the boys so they could train them to become soldiers in their army. Lopez was put in the prison where they kept the kidnapped boys. Conditions were so horrible that many boys did not **survive**. Lopez had accepted that he too would not live to see his seventh birthday or be reunited with his family. At that point, alone and frightened, Lopez felt that he had **essentially** become a man. Then one night, about three weeks after he had arrived at the prison, Lopez and three older boys crawled through a hole in the prison fence and **fled** the prison, beginning what Lopez described later as "the race to freedom."



Photo by Paul Merca

The four boys ran barefoot for three days and three nights over harsh **terrain** until they were found by a Kenyan border patrol agent. The boys were taken to the Kakuma Refugee Camp in Kenya, where Lopez would spend the next 10 years of his life. In 2000, 15-year-

old Lopez was inspired as he watched Michael Johnson win the 400-meter gold medal at the Olympic Games in Sydney, Australia. One year later, Lopez, along with almost 4,000 other Sudanese refugees, were **uprooted** from the camp and relocated to different cities in the United States.

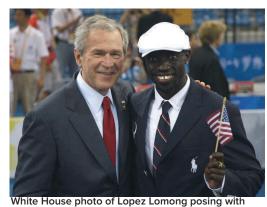
At his new high school in the small town of Tully, New York, Lopez became a star on the track team. He continued running at the University of Northern Arizona, where he won the NCAA indoor 3,000 meter and outdoor 1,500 meter titles. He was even named NCAA Mountain Region Male Track Athlete of the Year.

In 2007, at the age of 22, Lopez became a U.S. citizen, making him eligible to compete in the Olympics as an American. In 2008 in Beijing, Lopez carried the American flag in the opening ceremonies of the Summer Olympic Games—an honor his teammates agreed he deserved.

Lopez has had to grapple with the **dilemma** of whether to return permanently to help build South Sudan. While he has made several trips back to his native country, Lopez finally decided that the United States is the best place for his running career. However, he is involved in several relief projects in South Sudan, including building schools and making sure that people have clean water to drink.

In 2012, Kalle Eko interviewed Lopez for her article "From Sudanese refugee to summer Olympian, Lopez Lomong prepares for London 2012." He told Eko, "I want to see people benefit from what I'm doing to give back. I want to see a girl graduate from the high school I built in Southern Sudan, graduate from university, that's my dream—to trickle down the blessings that I've had and bring them to other people."

Learn more about Lopez Lomong's life in his book Running for my Life: One Lost Boy's Journey from the Killing Fields of Sudan to the Olympic Games.



President George W. Bush before the 2008
Olympic Opening Ceremonies

DISCUSSION QUESTION

What do you think kept Lopez alive during the time he was in prison?

Getting Information About Populations

In 2008, the Sudanese government conducted a census of Sudan. The findings were disputed by opponents who claimed that it contained inaccurate data that was used to cover up the atrocities committed against populations in the Darfur and southern regions. Additionally, harsh **terrain** and large numbers of people **uprooted** by violence made it **essentially** impossible to reach every citizen in Sudan.

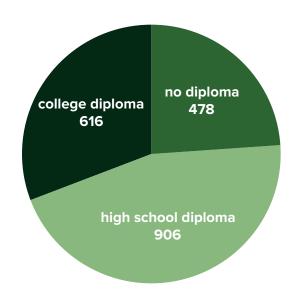
Most countries conduct a census, which is a survey of every citizen that provides the government with information about population size and other characteristics, such as age, gender, income, and ethnicity. The word census comes from the Latin word *censere*, meaning "assess." In ancient Rome, the census was used to keep track of adult males who were eligible to serve in the military. In the United States, a national census is conducted every 10 years. Surveys are administered through the mail, at people's homes, over the phone, or through the internet. U.S. census data is used for many purposes, including determining the number of seats a state will hold in the House of Representatives, deciding where schools and roads should be built, and learning how **migration** is impacting communities.



When it is too difficult or expensive to survey every person in a population, we can survey a *sample* of the population and use the results to make generalizations. For example, rather than survey every student in an entire school, we could survey a smaller group of randomly selected students in each grade. Such a sample would be representative of the ages, genders, and ethnicities of the general student population.

With a partner, answer the following questions about surveys and populations.

- 1. The office of the mayor of Khartoum, Sudan, would like to find out what kind of sports facilities to build in a new park. Which sample population should be used to provide the most accurate generalizations about what the city residents want?
 - a. 500 women and men at a basketball game
 - b. 50 women and men at a shopping center
 - c. 500 women and men on the street
 - d. 500 men at a movie theater
- 2. A total of 2,000 men and women living in a city were surveyed about their educational experience. The results are shown in the chart.
 - a. What percentage of adults living in the city graduated from high school?
 - The adult population of the city is approximately 100,000.
 Using the data in the chart, estimate the number of college graduates living in the city.



SP DISCUSSION QUESTION

In what ways does your classroom provide a representative sample of the general school population?

Essentials

The passage to the right is from page 10 of this unit describing the terrible **dilemma** that Aluel and Gabriel faced when they were **uprooted** and forced to **flee** their village. They had to make fast decisions directly related to their **survival**.

We know that **survive** means to stay alive, but let's consider the question of **survival** more deeply.

Circle the items you think are **essential** for humans to **survive**.

Cross out the items you think are not **essential** for **survival**.

Put a question mark next to ones you are not sure about.

Aluel and Gabriel hesitated. If they started walking barefoot with little water and no food into unknown lands, they might not survive, and who knows when or if they would ever see their parents again. If they went back, they risked death or capture. Deciding whether to stay or flee the village was the biggest decision they had ever faced in their lives.

/					
	Y	oveathable air		cell phone	
	blood		music		a way to fight
					germs
		water			
	a way to release			food	
	heat from the body		shelter		a way to eliminate waste
	,		3NETT EV		from the body
		terrain for farming		a way to	
				digest food	
	veading		ly to keep enough at in the body		friends

Pick two items you circled and complete the sentences below:

1.	Not having	is a threat to human survival because
		·
2.	Not having	_ is a threat to human survival because

QD DISCUSSION QUESTION

As a class, sort the items listed into a T-chart labeled "**Essential**" and "Nonessential." Were some more obvious than others? Which were less obvious?

Examining the Focus Words Closely

SoGen Unit 7.1

FOCUS WORD OR *RELATED FORM	DEFINITION	SAMPLE SENTENCE	TURN AND TALK
survival (noun)	continuing to live through difficult conditions	Pets depend on their owners for survival .	What do people need for survival?
*survive (verb)	to overcome or stay alive, especially in very difficult circumstances	At the end of the day, only half of the palm trees survived the hurricane.	What would you need to survive on a desert island?
uproot (verb)	to remove someone or something from their home; to displace	Wei's family was uprooted when his mother found a better job in the city.	Can any good come from being uprooted?
essential (adjective)	absolutely necessary	Learning to read is essential to being a good student.	Is being a fast runner essential for playing soccer?
*essentially (adverb)	basically; fundamentally	Even though they were born a couple of months apart, Tina and Wayne were essentially the same age.	Are landlines (phones connected to telephone wires) essentially a thing of the past?
dilemma (noun)	a situation in which a difficult decision must be made	Deanna's dilemma : With only one extra ticket to the movies, should she invite Lidia or Cheyenne?	Whose advice would you take to resolve a dilemma in your life?
flee (verb)	to run away from a dangerous person or situation	The passengers were forced to flee when a fire broke out on the train.	If you had to flee your town, where would you go?
migration (noun)	the movement of a group of people from one place to another	In the years after World War II, about 4 million African Americans migrated from the southern United States to northern cities.	Have you seen any videos of animal migration ? Why were the animals migrating?
ethnic (adjective)	relating to a specific racial, cultural, national, or religious group	During Diwali, Malati celebrates her ethnic heritage by lighting little lamps, wearing new clothes, and eating sweet foods.	Do you or your friends celebrate any ethnic holidays? If so, which ones?
*ethnicity (noun)	an affiliation of a large group of people based on country, religion, or cultural background	The Jamaican students wore black, green, and yellow to show pride for their ethnicity during school spirit week.	What is your ethnicity ? Do you have more than one?
terrain (noun)	a piece of land and its features	On the car ride to visit his uncle, Shem noticed that the terrain went from being flat and grassy to mountainous and rocky.	If you could go camping anywhere, what kind of terrain would you choose?