### SOCIAL STUDIES ACTIVITIES

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Reader’s Theater: Internally Displaced by Hurricane Katrina, December 1999: A Safe Haven</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2</td>
<td>February 2000: We’re going where? Lost Boys Establishing Their Identities</td>
</tr>
<tr>
<td>Session 3</td>
<td>Universal Declaration of Human Rights: Displaced Persons, The Destruction of Identity</td>
</tr>
<tr>
<td>Session 4</td>
<td>Interview with Robinson Cook: Is it ever justifiable to displace others in the name of progress?</td>
</tr>
<tr>
<td>Session 5</td>
<td>March 2000: Journey to a New Land, Writing</td>
</tr>
</tbody>
</table>

### SUPPLEMENTARY ACTIVITIES FOR OTHER CONTENT AREAS

<table>
<thead>
<tr>
<th>ELA</th>
<th>Identity in the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Ratio of Refugees to Overall Population</td>
</tr>
<tr>
<td>Science</td>
<td>Adaptation</td>
</tr>
</tbody>
</table>

### FOCUS WORDS

Examining the Focus Words Closely
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
- Aluel and Gabriel 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
Internally Displaced by Hurricane Katrina

Background Information: Hurricane Katrina hit New Orleans on August 29, 2005, causing destructive flooding throughout 85 percent of the city. As many as 1 million people were displaced by the storm’s devastating effects and relocated within Louisiana as well as to other states.

Setting: Rosemonde, Odessa, Jenny, and Dever are old friends from New Orleans. After Hurricane Katrina, they were resettled to St. Paul, Minnesota. It has been several months since they left New Orleans.

Rosemonde: I don’t know if I’ll last the winter here. I’ve never been this cold in my entire life. I’ll never adjust to Minnesota winters. Give me back the sunny days of Louisiana!

Odessa: What’s killing me is wearing these big ugly jackets, army boots, mittens, and hats every day. My fashion sense is deteriorating fast here. No one in New Orleans can ever see me in this getup. There can be no photographs of me like this, you all hear?

Jenny: I don’t really care about wearing ugly winter gear. I’m beginning to like winter. I went skiing last weekend, and it was amazing! I say the more ways you have to cope with the weather, the easier the adjustment.

Dever: I’ll adjust some, but I’ve still got my bags packed in case we get the word that it’s safe to return to New Orleans. Don’t get me wrong. I’m super appreciative that we got temporary placement here in St. Paul, but my family is working hard to get back home.

Rosemonde: But Dever, how long do you think we’ll have to live here?

Dever: I don’t know. Some people say we might never get to go back because Katrina practically destroyed the city. But I don’t believe it.

Jenny: I’m wondering if we shouldn’t just face reality and accept that we might not have a choice in the matter. Eighty percent of New Orleans was underwater after the storm surged and the levees failed. Over a million people were displaced from the Gulf coast. We’re part of the category of “internally displaced” because of a natural disaster. We don’t have any homes to go back to.

Odessa: I spoke to the resettlement counselor yesterday, and she encouraged me to try to assimilate here in St. Paul. She told me that in a way, I had to sort of adopt a new identity.

Rosemonde: Assimilate? Isn’t that what people from other cultures and countries do when they get to the States? Like immigrants and refugees? I know this Sudanese guy in my math class, and he’s a refugee from a terrible war in the Sudan. He had to assimilate because he has no place to go back to except a refugee camp.

Odessa: Well, I guess we’re refugees from a natural disaster, so I can see why the counselor is saying we should try to adjust to St. Paul. But I was really hoping we’d get resettled closer to home. To Dever’s point, I was looking at the Katrina refugee map yesterday, and it’s unbelievable how many of us were displaced by the hurricane. Katrina changed the demographics of many states!

Jenny: I still have bad dreams of that day in August when the storm hit. They don’t have hurricanes here in St. Paul, so this place is looking better and better to me.

Rosemonde: But Dever, how long do you think we’ll have to live here?

Dever: I don’t know. Some people say we might never get to go back because Katrina practically destroyed the city. But I don’t believe it.

Jenny: I’m wondering if we shouldn’t just face reality and accept that we might not have a choice in the matter. Eighty percent of New Orleans was underwater after the storm surged and the levees failed. Over a million people were displaced from the Gulf coast. We’re part of the category of “internally displaced” because of a natural disaster. We don’t have any homes to go back to.

Odessa: I spoke to the resettlement counselor yesterday, and she encouraged me to try to assimilate here in St. Paul. She told me that in a way, I had to sort of adopt a new identity.

Rosemonde: Assimilate? Isn’t that what people from other cultures and countries do when they get to the States? Like immigrants and refugees? I know this Sudanese guy in my math class, and he’s a refugee from a terrible war in the Sudan. He had to assimilate because he has no place to go back to except a refugee camp.

Odessa: Well, I guess we’re refugees from a natural disaster, so I can see why the counselor is saying we should try to adjust to St. Paul. But I was really hoping we’d get resettled closer to home. To Dever’s point, I was looking at the Katrina refugee map yesterday, and it’s unbelievable how many of us were displaced by the hurricane. Katrina changed the demographics of many states!

Jenny: I still have bad dreams of that day in August when the storm hit. They don’t have hurricanes here in St. Paul, so this place is looking better and better to me.

Rosemonde: But Dever, how long do you think we’ll have to live here?

Dever: I don’t know. Some people say we might never get to go back because Katrina practically destroyed the city. But I don’t believe it.

Jenny: I’m wondering if we shouldn’t just face reality and accept that we might not have a choice in the matter. Eighty percent of New Orleans was underwater after the storm surged and the levees failed. Over a million people were displaced from the Gulf coast. We’re part of the category of “internally displaced” because of a natural disaster. We don’t have any homes to go back to.

Odessa: I spoke to the resettlement counselor yesterday, and she encouraged me to try to assimilate here in St. Paul. She told me that in a way, I had to sort of adopt a new identity.

Rosemonde: Assimilate? Isn’t that what people from other cultures and countries do when they get to the States? Like immigrants and refugees? I know this Sudanese guy in my math class, and he’s a refugee from a terrible war in the Sudan. He had to assimilate because he has no place to go back to except a refugee camp.

Odessa: Well, I guess we’re refugees from a natural disaster, so I can see why the counselor is saying we should try to adjust to St. Paul. But I was really hoping we’d get resettled closer to home. To Dever’s point, I was looking at the Katrina refugee map yesterday, and it’s unbelievable how many of us were displaced by the hurricane. Katrina changed the demographics of many states!

Jenny: I still have bad dreams of that day in August when the storm hit. They don’t have hurricanes here in St. Paul, so this place is looking better and better to me.

Rosemonde: But Dever, how long do you think we’ll have to live here?

Dever: I don’t know. Some people say we might never get to go back because Katrina practically destroyed the city. But I don’t believe it.

Jenny: I’m wondering if we shouldn’t just face reality and accept that we might not have a choice in the matter. Eighty percent of New Orleans was underwater after the storm surged and the levees failed. Over a million people were displaced from the Gulf coast. We’re part of the category of “internally displaced” because of a natural disaster. We don’t have any homes to go back to.

Odessa: I spoke to the resettlement counselor yesterday, and she encouraged me to try to assimilate here in St. Paul. She told me that in a way, I had to sort of adopt a new identity.
About one million New Orleans residents had to seek new homes as a result of Katrina, the subsequent flooding, and the deteriorating conditions in the city. States and cities across the U.S. offered to receive Katrina refugees, recognizing that other towns in Louisiana would be unable to cope with the huge numbers of internally displaced persons. States not directly affected by the storm declared an official state of emergency, so they could request funds from the federal government to help them coordinate services for Katrina refugees.

The map below shows the number of Katrina victims received by different states across the United States.
December 1999: A Safe Haven

Life in Kakuma, Kenya

Gabriel and Aluel had now spent eight years at the Kakuma Refugee Camp. They thought when they arrived this was a temporary placement, but in fact it had become their home. They had asked repeatedly to return to Fathai, but the relief workers always said that conditions in southern Sudan were continuing to deteriorate.

In many ways, though, Aluel and Gabriel were making a good adjustment to Kakuma. At least they were safe and had enough food to eat. The refugees coped with the realities of the camp by taking care of each other and sharing their food rations so no one would go hungry.

Another advantage of the camp was that Aluel and Gabriel were able to attend school. They learned to read and write and Aluel became one of the top students in the camp. School wasn’t comfortable. Students had to sit on the ground, and there were only a few books. But the camp teachers were extremely resourceful. Many teachers were refugees themselves and understood what the children had endured. They became guides and mentors to their students. They taught them how to cope with hardship and loneliness.

Aluel’s teacher, Chol, noticed Aluel’s progress over the years and trained her to be his assistant teacher, helping him to educate the younger girls and boys. During the past nine years, Aluel’s identity had evolved from rural Dinka girl to a young woman of responsibilities, eager to educate herself further.

Kakuma had become a huge refugee camp, with complex demographics. While the civil war in Sudan was going on, there were also conflicts in Somalia, Ethiopia, and Uganda. Ultimately 40,000 refugees from many different tribes, languages, and countries were living there. Coordinating services for so many people and keeping the facilities from deteriorating was a constant challenge.

Gabriel wanted to supplement his and Aluel’s food, but the soil was too dry for a garden and the terrain was inappropriate for hunting or fishing. The local villagers were inhospitable because the refugees competed with them for the region’s scarce resources. The UN and other relief agencies worked hard at Kakuma, and conditions were better than they had been at Pinyudo; nonetheless, there were now thousands more people to feed, clothe, and care for.

TURN AND TALK

With a partner, discuss what you think it means that Aluel’s identity evolved during her time in the camp.

Has your identity evolved over time? What do you think most impacts young people’s sense of identity?
February 2000: We’re going where?

On February 28, 2000, Aluel and Gabriel heard Adila calling them to come to the camp bulletin board. Adila, a Kenyan relief worker from an organization called Save the Children, had gotten to know Aluel and Gabriel because she helped out at the UN school they went to. Adila had also interviewed them. She helped coordinate decisions about transfers. The interviews helped her decide which campers would be able to cope with moving to a different country and starting a new life.

At the bulletin board, Gabriel and Aluel were thrilled to see their names on the list of transfers. Even better, they had both been selected to go to the United States. Adila reassured them, “We worked very hard to coordinate everything so you could stay together. We thought you would have the easiest adjustment that way. You’re being relocated to a place called Minneapolis, Minnesota. It’s in the midwestern part of the country, where it’s cold and snowy in the winter.”

Standing in the shade in a temperature of over 100 degrees Fahrenheit, Gabriel thought snow and cold sounded very pleasant. But Aluel shivered, thinking about all the changes they would have to adjust to.

Aluel and Gabriel didn’t know much about America. Someone told them everyone was rich there and drove big cars. One letter from a Sudanese refugee said, “My first week here I was very puzzled. I saw all kinds of meat in the supermarket cooler, but I never saw a cow. Where does their meat come from?” Another letter said, “Americans can’t tell us Sudanese apart from Somalis or Ethiopians!” Living in America would clearly take some adjustment.

Aluel was mostly interested in whether she would be able to understand American English, and whether she would have the opportunity to go on studying. Gabriel wondered why they were chosen to leave the camp but others weren’t. What about their friends and all the other Dinka refugees? Would they ever see them again?

Use the following chart to jot down some notes about the differences between the refugee camp where Aluel and Gabriel had been living and their new home in Minnesota.

<table>
<thead>
<tr>
<th>Kakuma Refugee Camp, Kenya</th>
<th>Minneapolis, Minnesota</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Climate</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Food</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Housing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Schooling</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Clothing</strong></td>
<td></td>
</tr>
</tbody>
</table>

**TURN AND TALK:** What advice would you give them about how to assimilate and adapt to the differences?
Daniel Majok Gai fled his home at age six, when his village was attacked. He ran into the bush to save himself, and ended up at Kakuma Refugee Camp. Fourteen years later, he was selected to go to Denver, Colorado, together with seven friends. The eight of them lived in one small apartment, preferring to sleep on the floor to being separated.

Gai got a job at Hub Cap Annie’s. He wanted to do well, so he took home the hub cap catalogue and memorized it – 80,000 different brands and models! He was soon promoted to manager. Even better, an aid group located his family, and his mother and siblings joined him in Denver. Only his father wouldn’t leave southern Sudan.

So in 2010, Gai went back to southern Sudan to find his father. A year later, Gai moved back to reclaim his southern Sudanese identity. He worked for an aid agency that builds schools. He married a Sudanese woman and had a son, and celebrated the independence of South Sudan.

But once again, Gai’s village was attacked. He had to flee, now with a wife, a baby, and his elderly father. The family found a safe place to live in Kenya, but Gai was determined to help South Sudan become an independent democracy. So he is planning to go back to live in a town called Bor and continue his work building schools for South Sudanese children. He recognizes that the current civil war, between the Dinka and the Nuer, may make his job difficult, but he is determined not to let South Sudan’s internal conflicts keep him away.

Source: “He Fled Sudan And Made A New Life In The U.S. So Why Go Back?” by NPR staff, WBUR

Achak Deng followed the familiar trail from his home village in southern Sudan first to Ethiopia and then to Kenya. He studied hard while in the refugee camps. When he got to the United States, he decided to act on his strong belief that the situation in southern Sudan would deteriorate further without schooling for the children. He attended community college in Atlanta, Georgia.

Ultimately, Deng decided that he wanted to reclaim his identity as South Sudanese. He went back home to start a school. His work was noticed, and he was appointed Minister of Education of one of the 10 new South Sudanese states, Northern Bahr el-Ghazal (the name means Gazelle Sea). So now he is responsible for overseeing education for all the children in the state.

Source: What is the What by Dave Eggers, BBC

Salva Dut was another lost boy who received a transfer from Kakuma to the U.S. He was taken in as a foster child by an American family living in Rochester, New York. Dut went back to southern Sudan when he got news that his father had been located, in rapidly deteriorating health from a water-borne disease. Dut decided then to do something about providing safe water to his countrymen and women. He went back to Rochester and founded Water for South Sudan.

Dut now splits his time between Africa and America, raising funds from schools and churches in the U.S. to cover the costs of digging wells in South Sudan. Before the wells came, villagers were taking water from rivers and ditches – water that carried dangerous bacteria. The clean, drinkable water is located in aquifers far underground; it needs to be pumped up to the surface so people can use it. Dut’s project has now dug dozens of wells. Meanwhile, Dut travels back and forth from South Sudan to the U.S., and says he doesn’t feel completely at home in either country. “I feel like I don’t have a home, and I don’t know where I belong. You can look at me, I am Sudanese but also American. It is a very confusing life, I always wish I will find a place to fit in.”

Source: A Long Walk to Water by Linda Sue Park, Clarion Press

TURN AND TALK: Daniel Majok Gai, Achak Deng, and Salva Dut all could have stayed in the U.S. Yet all decided to return to South Sudan. If they had asked you for advice, would you have told them to stay or to go back? Why? Do you think their identities had an influence on their decisions?
### Session 3  assimilate • identity • deteriorate • adjustment • demographics • internally • cope • coordinate

## Universal Declaration of Human Rights

### Articles 11–15

In the table below, you can find simplified versions of several articles (points or stipulations) from the Universal Declaration of Human Rights. The Universal Declaration of Human Rights defines the rights all of us have. Read these articles, then work with a partner to decide whether Gabriel and Aluel have had any of these rights violated. For example, were they charged improperly with a crime (Article 11)? Were they safe in their home (Article 12)? For the rights you think were violated, explain how.

<table>
<thead>
<tr>
<th>Plain Language Version of the Universal Declaration of Human Rights Articles 11–15</th>
<th>Did Aluel and Gabriel enjoy the right defined in the article, or was that right violated? If it was violated, explain how.</th>
</tr>
</thead>
</table>
| **Article 11**  
1. If you are charged with a crime, you will be considered innocent until proven guilty in a public trial. During the trial you have a right to a real defense.  
2. You cannot be charged with committing a crime that was not considered a crime at the time you committed the action. You will not receive a worse punishment for this action than what was the legal punishment at the time the crime was committed. |  |
| **Article 12**  
You and your family have the right to be safe in your home, have privacy, and maintain your honor and reputation. The laws should give you this right. |  |
| **Article 13**  
You can move about freely anywhere in your state. You can leave your country and return anytime. |  |
| **Article 14**  
You have the right to seek safety from persecution in other countries. You do not have this right if you’re a criminal. |  |
| **Article 15**  
You have the right to belong to a nation, and nobody can deny you that right without a good reason. You also have the right to change your nationality. |  |
Session 3  assimilate • identity • deteriorate • adjustment • demographics • internally • cope • coordinate

Displaced Persons

Refugees and Internally Displaced

In 2009, there were more than 43 million “displaced persons” in the world. These people were forced to leave their homes because of war, natural disasters, disease, or famine, according to the United Nations High Commissioner for Refugees (UNHCR).

- **Refugees**: persons who have had to flee their own countries and go to other countries. UNHCR estimates there are almost 16 million refugees.

- **Internally displaced persons (IDPs)**: persons who have fled their homes but remained in their own country. UNHCR estimates there are about 27 million IDPs.

With a partner, look at the table below and fill in the **adjustments** and challenges that different IDPs and refugees are likely to face.

<table>
<thead>
<tr>
<th>Adjustments and Challenges</th>
<th>Internally Displaced Persons from New Orleans after Katrina</th>
<th>Refugees from southern Sudan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Moved to St. Paul</td>
<td>Moved to Atlanta</td>
</tr>
<tr>
<td>Learning a new language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusting to a new climate</td>
<td>Much colder, lots of snow</td>
<td>Not so different</td>
</tr>
<tr>
<td>Adjusting to a new terrain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquiring citizenship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encountering discrimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing a new identity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Session 3

The Destruction of Identity

Native Americans: the U.S.’s First Internally Displaced People

As the United States expanded westward in the 1800s, Native Americans were considered by many to be an obstacle: Their land was needed for expansion and new settlements. The Native way of life was also in conflict with the settlers’ ways. Settlers wanted to own land individually, but Native Americans shared the land. In 1830, President Andrew Jackson signed the Indian Removal Act: The U.S. government could buy, negotiate, or take land from Native American nations and move groups to reservations. The original Americans became the United States’ first internally displaced people. Displacing Native Americans to reservations left their culture and identity intact. But many felt that the Native way of life was primitive, and that Natives needed to assimilate to “modern life.” They should speak English, dress like the white settlers, and become Christians. Education became the tool to destroy Native culture and deteriorate Native identity. By the 1860s, 48 day schools had been built near Native reservations; the goal of these schools was to educate Native children who would then go home and educate their parents. But this plan failed. Native children continued to receive tribal education from their parents in the evenings and on weekends, so they didn’t fully assimilate.

Reformers were forced to adjust their approach. They developed a new policy to build boarding schools farther from Native reservations. Native children could then only return home on the weekends. But many Native families moved their homes closer to the boarding schools to be near their children, and the children continued to be “Native.”

A new and drastic policy to ensure that Natives would be assimilated was devised. In 1879, Army Lt. Richard Henry Pratt went to the Pine Ridge and Rosebud Sioux reservations in North and South Dakota and coordinated the removal of 84 children. The children were transferred to a military-style boarding school in Carlisle, Pennsylvania, over 1,000 miles from their reservations. It was difficult for Native children to cope with the adjustments at the Carlisle Indian Industrial School. Their hair was cut. They were beaten if they were found speaking their native language. They were taught that their Native relatives and ancestors were uneducated and wild. One student, Lone Wolf of the Black Foot tribe, remembered his experience of assimilation: “[Long hair] was the pride of all Indians. The boys, one by one, would break down and cry when they saw their braids thrown on the floor.” By 1902, there were 25 boarding schools like the Carlisle School, and 460 boarding or day schools that were built near reservations. More than 100,000 Native children were forced to attend such schools. Today, many argue that the deterioration of Native cultures and loss of Native languages were direct effects of harsh treatment at the boarding schools.

Native boarding schools still exist, but now they are designed to protect Native culture from deterioration. At the Sherman Indian High School in Riverside, Arizona, students learn Dine—the language of the Navajo Nation—and traditional skills such as basket weaving. Federal funding for such schools is always under threat. Fortunately, some tribes now run their own schools on their reservations, so that learning traditional ways at home can be better coordinated with formal education.

TURN AND TALK: Imagine you are a Native American young adult who was taken from your home and forced to live in a boarding school. You have just returned to your family. What are the adjustments you will have to make? How will you cope with your new identity? Is it possible to have more than one identity?

Session 4

Interview with Robinson Cook

Working with People Who Are Internally Displaced in Colombia

Background information: Colombia has the largest population of internally displaced people of any country in the world. Robinson Cook works to ease the adjustment for displaced people. Cook is originally from Minnesota, where he helped resettle refugees from all over the world. He currently lives and works in Washington, D.C., with his wife, Paula, and their dog, Oscar.

Word Generation: Tell us about your life in Minneapolis.
Robinson: I managed a program called Wage Subsidy. A wage is the money you make for working, and a subsidy is when someone else pays part of the cost. So we said to businesses that we would pay part of the worker’s wages if they would hire refugees. The employers got a good deal, and refugees got a chance to assimilate into the U.S. workforce.

Word Generation: So how did you come to work with internally displaced people in Colombia?
Robinson: I just wanted to live in Latin America and I thought I might be able to take what I had learned in Minnesota to a new setting. I knew Colombia had lots of internally displaced persons. I did some research and found that there wasn’t anything like the Wage Subsidy program in Colombia, so I figured, I might as well go for it!

Word Generation: What are some of the reasons that people are being displaced from their homes in Colombia? Which regions are the most affected and why?
Robinson: People are being displaced due to the fighting between armed rebels, the Colombian military, and criminal bands. The fighting is over drug routes, land disputes, and the illegal taking of land by armed groups. Innocent people are caught in the middle of these conflicts.

Word Generation: What are the differences between the refugees you worked with in Minnesota and the internally displaced people you work with in Colombia? What are the similarities?
Robinson: The demographics are different. The refugees we worked with in Minnesota were from many parts of the world: from the Asian countries of Myanmar, Laos, Vietnam, Thailand, and Nepal; from Iran; and from the East African countries of Somalia, Eritrea, Ethiopia, and Kenya. The majority of refugees had to learn to read and write English well enough to get a job. In Colombia, the people who are displaced at least don’t have a new language to learn. That’s a big difference.

Both refugee and IDP populations suffer from stress. War, violence, and being forced out of your own home can cause a lot of suffering. Both groups have trouble with transportation for getting to and from work, so that’s a similarity. But child care is expensive in the United States, and it's hard to come by. In Colombia, people seem to organize and coordinate with family to make sure children are cared for while their parents work.

Word Generation: What inspires you about these people and the work you do?
Robinson: They cope with horrible situations and still keep their humanity. That inspires me. These people have seen the very worst of humankind and are still trying to keep moving forward.

Word Generation: What can young people do to help?
Robinson: Donate time, donate clothes, and donate money if you can afford it. Every little bit helps. But if you are going to volunteer, you should commit to coming back frequently, not just volunteering one time. It's important to build trust and relationships with the participants.

When people don’t have time because they are working, I suggest they donate a dollar for each hour they would spend in a week or a month if they could!

Word Generation: Thank you so much for your time and for the work you do, Robinson!

TURN AND TALK

What would you ask Robinson about the situation in Colombia and the work he does? Would you rather volunteer time or give money? Explain your choice.
Session 4

Is it ever justifiable to displace others in the name of progress?

Scenario: The mayor of your town recently informed residents that officials are considering tearing down your school because a real estate developer has offered the town a great deal of money for the land. Your town is coping with deteriorating economic conditions and desperately needs these funds. According to the plan, a large apartment complex will be built on the site. The town will assign you and your friends to new schools and coordinate transportation to other school districts. Your family will be entered in a lottery to be on the list for a new apartment. What is your position on the destruction of your school for the town’s survival?

ARGUMENTS IN FAVOR OF THE NEW DEVELOPMENT | ARGUMENTS AGAINST THE NEW DEVELOPMENT
--- | ---
CLAIM AND EVIDENCE | 
CLAIM AND EVIDENCE | 
CLAIM AND EVIDENCE | 

I support the mayor! Progress involves sacrifice; people have to adjust to these realities!

No way, Mr. Mayor! There is never a justification to displace people for progress! How will students cope with these new burdens?
Aluel and Gabriel had to say goodbye to their many Kakuma friends – Sudanese, Somali, and Ugandan refugees who all shared a common identity as people uprooted from their homes. They were the only ones from their Fathai group who had been chosen to resettle in the United States. The Fathai children had become a family in Kakuma, but those being resettled would be joining new families. How did the relief organization decide who stayed and who was chosen to leave? Aluel and Gabriel were both trying to cope with a feeling of guilt. They worried that their friends’ courage might deteriorate if they weren’t relocated soon.

As the plane began its descent, Aluel, Gabriel, and the other 30 refugees on the plane looked at the snow-covered terrain below them. It was like the desert in Kakuma, only instead of yellow dust, they saw white everywhere. As they were exiting the plane, a blast of cold air came through the open door. The young refugees were wearing only sweaters over their summer clothes. In the airport terminal, people were holding up signs that read, “Welcome to Minnesota!” Several men and women wearing name tags introduced themselves as workers with the refugee resettlement office in St. Paul/Minneapolis. The group members were then taken to have their identity documents reviewed and processed. They were given warm winter jackets, along with toiletries and some American dollars for spending money. Happily, Gabriel and Aluel found out they were going to be placed in the same foster family. And so began the adjustment process to their new home in the United States.

PREPARE TO WRITE!

Turn, talk, and jot: What do you think will be the hardest part of Gabriel and Aluel’s adjustment to their new reality? What advice would you give them about adjusting to life in America, assimilating to the culture, maintaining their identity, and coping with the demands of school?
Help Aluel and Gabriel adjust to a new culture!

Imagine that Aluel and Gabriel are coming to your school, and you have been selected to help them get used to their new life. What advice would you give them about these areas?

► Adjusting to life in America
► **Assimilating** to the culture of their new school
► Maintaining their **identity**
► **Coping** with the demands of schoolwork

*Make sure to use focus words in your writing!*

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Identity in the United States

The United States is said to be a country of immigrants because at one time or another, most of our ancestors came from other countries. After arriving in the United States as adults, many immigrants continue to identify with the country where they were born. Maintaining strong ties to their country of origin can help immigrants cope with the difficult adjustment of living in a new and unfamiliar place. However, the children of immigrants who were born in the United States, or “first-generation” Americans, define their identity in different ways. The daughter of Nigerian immigrants may identify herself as Nigerian American, or simply American, depending on how assimilated to American culture she feels. After several generations in the United States, people tend to identify themselves only as “American,” even while celebrating their ancestry.

The map below includes demographics about the most commonly identified ancestry per state. This information is from the 2000 census, and it relies on how people who were interviewed for the census identified themselves. Answer the questions that follow using information you find in the map.

1. Northwest _______________________
2. Northeast _______________________
3. Southwest _______________________
4. Southeast _______________________  
5. Midwest _________________________

After the Mexican-American War ended in 1845, Mexico lost territory to the United States, which today comprises the states of California, Nevada, Utah, a small part of Wyoming, Arizona, New Mexico, and Colorado. What do you notice about the ancestry of these regions?

TURN AND TALK: What kinds of activities, family customs, or languages keep people connected to their ancestry?
When determining the seriousness of a refugee situation in a given country, it is useful to calculate the ratio of refugees to the overall population. This ratio will show what fraction of the country’s population has had to cope with being uprooted and forced to adjust to life in a new place. Use the data in the bar graph and table to find out the ratio of refugees to overall population for each country. Then convert the ratio to a percentage using division.

Note that for this exercise, refugee includes both internally displaced people and people who have been forced to flee their home countries.

TURN AND TALK: How does knowing the ratio of refugees to the overall population help you to understand the seriousness of the refugee situation in that country? Which country has been the most affected?
When a living thing is moved from one environment to another, it must make changes in behavior, diet, physical appearance, and even body chemistry in order to survive. Sometimes, individual organisms have to adjust quickly to deteriorating environmental conditions, such as the destruction of their habitat due to deforestation or human settlement, but more commonly adaptations occur over many generations through the process of evolution.

Read about four organisms below and the habitats in which they live, along with some of their adaptive traits. Explain how the adaptive traits listed might help the plant or animal cope with challenges in its habitat.

### Southern Rockhopper Penguin
- **Traits:** A small, flightless bird. It has fin-shaped wings, webbed feet, and slick feathers.
- **Habitat:** Very cold ocean islands and coastlines of South America and the Pacific and Indian Oceans near the Antarctic circle.
- **Food:** Fish, octopus, squid, shrimp.

**How does each trait help the Southern Rockhopper Penguin survive?**
1. Fin-shaped wings
2. Webbed feet
3. Slick feathers

### Saguaro Cactus
- **Traits:** A large, tree-like cactus plant that can grow up to 70 feet tall. It is covered with sharp spines and night-blooming flowers. When it rains, the plant soaks up and stores the rainwater and then uses it slowly over time.
- **Habitat:** Hot, dry desert regions in Arizona, California, and Mexico.
- **Pollinators:** Long-nosed bats.

**How does each trait help the Saguaro Cactus survive?**
1. Sharp spines
2. Night-blooming flowers
3. Rainwater storage

### Texas Blind Salamander
- **Traits:** A very small, thin-skinned, swimming lizard. It has external gills that absorb oxygen from the water but no eyes, and its skin is almost transparent.
- **Habitat:** Underground streams and rivers in the Edwards Aquifer in Central Texas, deep in caves with no light and temperatures around 70º Fahrenheit.
- **Food:** Blind shrimp, snails.

**How does each trait help the Texas Blind Salamander survive?**
1. External gills
2. No eyes
3. Thin skin

### Reticulated Giraffe
- **Traits:** A tall, long-necked mammal with large brown spots. It has long legs, hoofed feet, and an extremely long, rough-skinned tongue.
- **Habitat:** Savanna and woodlands throughout Eastern Africa, especially Somalia, Ethiopia, and Kenya.
- **Food:** Leaves and stems of the acacia tree, a tall, thorny plant that only has leaves on its top branches.

**How does each trait help the Reticulated Giraffe survive?**
1. Long neck
2. Brown spots
3. Rough tongue
<table>
<thead>
<tr>
<th>FOCUS WORD OR *RELATED FORM</th>
<th>DEFINITION</th>
<th>SAMPLE SENTENCE</th>
<th>TURN AND TALK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>assimilate (verb)</strong></td>
<td>to integrate into a group; to take in information and understand completely</td>
<td>Joaquin tried to <strong>assimilate</strong> into his new group of friends by listening to the music they all liked.</td>
<td>Do you prefer to <strong>assimilate</strong> or stand out in a group? Explain your choice.</td>
</tr>
<tr>
<td><strong>identity (noun)</strong></td>
<td>who or what something is</td>
<td>Even though she was known for her towering height, Tricia felt writing poetry was the most important part of her <strong>identity</strong>.</td>
<td>Is your name an important part of your <strong>identity</strong>? Why or why not?</td>
</tr>
<tr>
<td><strong>deteriorate (verb)</strong></td>
<td>to become worse and worse</td>
<td>Vivek found out the hard way that a wooden skateboard will <strong>deteriorate</strong> if left out in the rain.</td>
<td>When weather conditions <strong>deteriorate</strong>, what usually gets canceled?</td>
</tr>
<tr>
<td><em>deteriorating (adjective)</em></td>
<td>becoming worse and worse</td>
<td>Because of her <strong>deteriorating</strong> test scores, Juana decided to begin a homework and study club.</td>
<td>What advice would you give to someone on how to save a <strong>deteriorating</strong> friendship?</td>
</tr>
<tr>
<td><strong>adjustment (noun)</strong></td>
<td>the process of becoming used to something new; adaptation; a change that makes something better or fixes a mistake</td>
<td>Although Sally and Gordon went through a two-month period of <strong>adjustment</strong> after moving to a new school, they love it now! Bernard made an important <strong>adjustment</strong> to his unhealthy diet: He began drinking water instead of soda.</td>
<td>What <strong>adjustments</strong> would you make to help a new student who spoke no English feel more comfortable in your classroom?</td>
</tr>
<tr>
<td><strong>demographics (noun)</strong></td>
<td>information about different groups within a population</td>
<td>The mayor wanted more information about the neighborhood’s <strong>demographics</strong> before she decided whether to build a hockey rink or a senior citizen center.</td>
<td>Someone who studies <strong>demographics</strong> is called a demographer. The suffix “graphy” means writing or field of study. What does a biographer do? What does an oceanographer do?</td>
</tr>
<tr>
<td><strong>internally (adverb)</strong></td>
<td>on the inside</td>
<td>Even though he looked calm before he sang to the large audience, Stuart was panicking <strong>internally</strong>.</td>
<td>Have you ever been nervous and <strong>internally</strong> panicking about something?</td>
</tr>
<tr>
<td><strong>cope (verb)</strong></td>
<td>to deal with something difficult; to manage</td>
<td>Layla <strong>cope</strong>d with the boredom of lying in bed with a broken leg by reading exciting books.</td>
<td>Describe a time when you helped a friend who was <strong>coping</strong> with a difficult situation.</td>
</tr>
<tr>
<td><strong>coordinate (verb)</strong></td>
<td>to bring together various elements and/or people to accomplish something</td>
<td>Team leaders from each grade <strong>coordinated</strong> the largest food drive in the school’s history.</td>
<td>Who has the responsibility of <strong>coordinating</strong> activities and events at your school?</td>
</tr>
</tbody>
</table>