Gabriel and Aluel's Journey From Sudan

PART 5

HOW DO I FIT IN?
CROSSING BOUNDARIES, CHANGING SELVES

SOCIAL STUDIES ACTIVITIES

Session 1
Reader's Theater
The United States Is Attacked by Terrorists!

Session 2
Changing Attitudes After 9/11
November 2001: St. Paul, Minnesota
Role-Play: Bystanders

Session 3
Hate Crimes After the 9/11 Attacks
Popular Immigration Metaphors
Irish Immigration to the U.S.

Session 4
How does one become a U.S. citizen?
New Citizens Need to Know Their Stuff!
Debate

Session 5
Universal Declaration of Human Rights
Writing

SUPPLEMENTARY ACTIVITIES FOR OTHER CONTENT AREAS

ELA
The Young Faces of a New Afghanistan

Math
American Immigration: Past and Present

Science
Mixtures

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
▶ 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
Friends Reunite Ten Years After High School

Setting: Amber, Nico, Heather, and Ozzie were best friends in middle school and high school in Berkeley, California. After graduating from high school they attended different universities and moved to new cities. They have returned to Berkeley for their 10-year high school reunion.

Amber: Remember in the seventh grade when Heather brought her pet chick to school and it got out of her purse and ran around Ms. Mitchell's math class?

Ozzie: (laughing) I had just gotten here from Istanbul and I didn’t know much English. She asked me if the chicken was mine and I said yes because I didn’t understand the question, and so she blamed me.

Heather: And then I yelled out, “Ms. Mitchell! Ozzie’s from the country of Turkey, not the country of Chicken!”

Ozzie: Everybody died laughing; even Ms. Mitchell thought it was pretty funny. We had so much fun back then. Now we’ve graduated college and work all the time. I spend my days writing grant proposals to get funding for my art projects and my nights doing freelance illustrations. Life was a lot simpler back when we were in school.

Amber: Maybe in some ways, but it was hard in other ways back then, too!

Nico: Yeah, like all that homework...

Ozzie: And studying for the SATs so we could get into college.

Nico: Hanging out at the park after school...

Amber: That wasn’t hard, it was just testing the boundaries of what we could get away with.

Heather: I wish I’d had more time to hang out with you guys back then.

Ozzie: But you were practicing most afternoons at an after-school dance club, right?

Heather: Actually, I was taking care of my little sister after school.

Ozzie: Babysitting? You weren’t in a dance club?

Heather: I just said that because I was embarrassed to admit my mom was working an extra job at a supermarket in Fremont. Times were tight. I was restricted to being home and taking care of Lucy so my mom could work.

Amber: Your family was poor? But I remember you being mean to Krystal about her secondhand clothes and her old, worn-out shoes.

Heather: I was awful to her and now I’m embarrassed to see her at the reunion this weekend. I was a jerk.

Amber: Well, I’m kind of implicated in that whole mess; I made fun of her, too. I propose we make a formal apology this weekend.

Ozzie: Is it confession time? I should apologize to Eduardo, that nice kid from Ecuador. He used to ask me to hang out, and I just ignored him. I didn’t want to be friends with another immigrant. I wanted to integrate as quickly as possible and suppress everything about me that was foreign. But I sure could have been nicer to him.

Amber: There are so many people I could have been nicer to.

Nico: Not so, you were nice to everybody, Amber!

Amber: Just to you cool kids. I was intimidated. Ozzie was so funny, Heather was a great dancer, and Nico always made the honor roll. I was just ordinary.

Heather: But Amber, now you are a published illustrator of children’s books, right? That’s not ordinary.

Nico: Well, if we’re all confessing, I guess it’s my turn. You all thought I was smart, but I was studying every night and all weekend. My good grades did NOT come naturally. My parents really pressured me to do well in school. Plus, I wanted you all to look up to me.

Amber: Well, it worked! You were my role model. And besides, working hard is what makes you smart. It’s what makes anyone smart. “Natural” intelligence is a myth.

TURN AND TALK

What do you think Amber means when she says that “natural” intelligence is a myth?

Do you agree with her? If so, what evidence do you have to support her claim?

If you disagree, what evidence do you have to claim that some people are born smarter than the rest of us?
The United States Is Attacked by Terrorists!

A Life-Changing Day

September 11, 2001 started out as a beautiful day up and down the East Coast. The sky was clear and the temperature was perfect. Around 9 a.m., though, people started to realize that something awful was going on. Earlier that morning, four different teams of terrorists had boarded planes, two headed for New York and two for Washington, D.C. Partway through the flights, the terrorists took control of the planes, using box-cutters to threaten the passengers and crews. They planned to crash the planes into dominant symbols of America, including the World Trade Center Twin Towers in New York City and the Pentagon in Washington. The two planes going to New York arrived first. The terrorists, who had taken aviation courses at U.S. flight schools, aimed at the World Trade Center and crashed directly into it, killing everyone on the planes and more than 2,000 people trapped in the burning, collapsing towers. A third plane crashed into the Pentagon, killing 125 people in the building and everyone on board.

Passengers on the fourth plane, also headed for Washington, were alerted to the previous disasters, and understood the implications for their own fates. They decided that they would not let the terrorists complete their plan. They bravely fought back against the hijackers. Their plane crashed as well, but in a field in Pennsylvania far from the intended target, killing all those aboard.

Ten days later, President Bush spoke to the nation about the attack. He said the hijackers were members of al-Qaeda, a terror network made up of cells, or small groups, found all over the world. Al-Qaeda members share a few core beliefs: a strict form of Islam called Wahhabism; a hatred of the United States; and a belief that dying while fighting for their beliefs ensures access to heaven. These beliefs motivate the use of acts of terror against their enemies.

As soon as it was clear that the attacks were the work of radical Muslim terrorists, some Americans started showing hatred and fear toward all Muslims, all Arabs, and even toward non-Muslims who looked too “foreign.” Of course, many of the innocents killed in the attacks were themselves Muslim, and most Muslims condemned the terrorists. But some Americans found it impossible to suppress an irrational fear of “the other” because of the enormity of the event.

September 11th was used as a justification for sending American troops to fight in Afghanistan, and then in Iraq. American wars in Muslim middle-eastern countries then became a motivation for more terrorist attacks on Americans and other westerners. In many ways, the September 11th attacks changed America forever.

How much did you know about September 11th before reading this passage? What do you know about other terrorist attacks in the U.S.? Were they inspired by al-Qaeda or by other groups?
The September 11th attacks killed almost 3,000 people on the ground and in the hijacked planes. After it was discovered that the hijackers had come to the United States legally, the U.S. government began restricting immigration and refugee programs were halted.

Aluel and Gabriel’s cousin, Jacob, was scheduled to be resettled to Baltimore in early October, but because of the new restrictions on immigration, he was forced to remain in Kakuma. Aluel and Gabriel worried about the implications of these events for attitudes toward immigrants and refugees. They had read about a Sikh taxi cab driver who was wearing a symbol of his faith, his turban, when he was killed in Arizona on September 15, four days after the attacks. Many hate crimes were committed against Muslims or those perceived to be Muslim. Both Aluel and Gabriel were concerned about their cousin, who had already spent 10 years in the camp and had been so hopeful about his resettlement.

TURN AND TALK

What do you think happened before this picture was taken? What do you think the person in the picture is thinking? What do you think this person will do next?

Sikh Niranjan Singh uncovers a sign painted on a wall at Gurdwara Sahib, where the Sikh Association of Fresno worships. Police treated the incident as a hate crime.

Photo: Christian Parley of the Fresno Bee Newspaper
Aluel and Gabriel had been in Minnesota close to two years, and were working hard on the process of integrating into American life, adjusting to the weather, the terrain, the food, and the people. St. Paul was very different from the restricted world of the Kakuma Refugee Camp. Both of them were taking classes at a local community college while working at a neighborhood supermarket. Gabriel’s art professor had asked him to paint something meaningful that reflected a struggle in his life. His teacher found the painting so powerful that he asked Gabriel to continue with illustrations of the journeys, sufferings, and triumphs of the Lost Boys and Girls and the southern Sudanese peoples – maybe working toward an exhibit.

Aluel had decided to become a nurse, hoping one day to improve the health of refugee mothers and children. She was enrolled in the prerequisite classes, chemistry and biology. She attended advanced ESL classes at the English Language Center, and helped out when the teachers needed a translator for a new arrival who spoke the Dinka language, Jaang, or Sudanese Arabic. She had made her first real friend, Leyla, at the center. Leyla was originally from Afghanistan but had come to the United States when she was eight years old. She had become Aluel’s guide on everything American. She was also her first Muslim friend.

They were meeting for coffee at the snack bar at the center. When Leyla walked in, Aluel noticed that her arm was in a cast. Aluel asked her what had happened.

**Leyla:** I was waiting for a bus, and this guy starting yelling horrible things at me and he pushed me from behind. I fell on my wrist, and then, while I was on the ground, he tried to rip off my headscarf. It was so humiliating and I was just crying lying on the sidewalk. The bus driver jumped off the bus and chased the kid down the street and tried to catch him, but he ran off.

**Aluel:** That’s just terrible! Why would anyone do such a thing?

**Leyla:** Well, he yelled something about Muslim terrorists. I have gotten negative attention before because of my headscarf.

**Aluel:** As if all Muslims are terrorists! Well, at least someone tried to help you.

**Leyla:** That’s really true. The bus driver was amazing! There were a few people standing next to me and they didn’t do anything to help me or stop the kid.

**Aluel:** So what happened next?

**Leyla:** Well, the bus driver made me get on the bus and asked me to make sure I saw a doctor once I got home and told me to ignore the idiots of the world. And he didn’t make me pay bus fare!

**Aluel:** Well, that’s kind of a happy ending but I’m still so sorry this happened, Leyla! I would have been so scared. I’d be crying like a baby.

**Leyla:** I don’t think so, Aluel. After what you’ve been through, you’re probably the bravest person any of us will ever know. You know, I have heard lots of stupid comments about my headscarf, but since 9/11 they have gotten much more vicious. The irony is that we moved here from Afghanistan so that I could be free to go to school. To be free from the Taliban who force women to stay home and who don’t allow girls to get an education. When my father found out that I’d been attacked, he completely freaked out.

**Aluel:** Freaked out? That’s bad, right?

**Leyla:** Exactly, like there was big drama.

**Aluel:** Big drama?

**Leyla:** I propose to teach you more American slang, Aluel! In other words, my father was upset. He wanted to restrict me from leaving home today because he was so nervous for my safety. But my mother convinced him that if I stayed home, then it would be just like what we left behind.
Scenario 1.
A bystander witnesses the attack on Leyla from a distance. The attacker goes right past the bystander as he runs away. What does the bystander say to him? How does he respond?

What kinds of things is the bystander thinking about that might influence his or her actions?

Scenario 2.
A bystander witnesses the attack on Leyla from inside the bus. What does the bystander say to Leyla after the bus driver helps her onto the bus? How does Leyla respond?

What might keep the bystander from speaking to Leyla at all?

Scenario 3.
A woman standing next to Leyla at the bus stop starts pulling the attacker’s arm, trying to protect Leyla. After the bus driver chases the attacker off, what might the bus driver say to the woman? How might she respond?

What might motivate somewhat to risk her own safety to help a stranger?
Hate Crimes After the 9/11 Attacks

Aluel and Gabriel called Leyla to check in on her. They wondered about the implications of the attack for Leyla’s community. Even though Leyla was a U.S. citizen and fully integrated into mainstream American society, she was still treated like an outsider by some. Leyla asked them to come to her house because her father was too frightened to let her go out wearing her hijab.

After they all sat down with tea and coffee, Leyla told her guests about her father’s transformation from confidence to fear after the 9/11 attacks. “My dad used to say that I had to stand up to people if I was insulted for wearing the hijab. But now he’s terrified for me. He wants to restrict my every movement. If it weren’t for my mom, he wouldn’t let me go anywhere!”

Gabriel said, “Leyla, we’re both really worried for you too; have you ever thought of not wearing the headscarf?”

Leyla readjusted her hijab. “Listen, it might be safer if I didn’t wear this but I’m not going to suppress who I am and what I believe in. Think about it! Christians can wear crosses around their necks, New York Yankees fans can wear team jerseys, and cowboys can wear big hats to show what group they belong to, right?”

Aluel said, “Leyla, I hear you. But did you hear about the man who was attacked for wearing his traditional turban?”

Gabriel replied angrily, “The poor Sikhs! They’re so peace-loving and they were attacked for no reason. Just ignorance. Leyla, we know what it’s like to be singled out because of looking different. In Sudan, southerners look African and northerners look more Arab. People who look like me get treated like dirt in Khartoum. Here in America, Aluel and I have worked hard to integrate ourselves into the community but people still stare at us and make fun of our accents.” He took a deep breath. “I guess I didn’t know how angry I was about this subject. But back to you, Leyla, you’re the one in danger right now. I agree with your father that you should be very careful.”

**TURN, TALK, AND WRITE:**

One dictionary defines “hate crime” like this: a crime, usually violent, motivated by prejudice or intolerance toward an individual’s national origin, ethnicity, color, religion, gender, gender identity, sexual orientation, or disability.

Make sure you understand the definition, then talk to a partner about the following questions before writing your own answers:

What makes hate crimes different from other kinds of crimes? Any crime receives a greater punishment if it is determined to be a hate crime. Do you agree that some murders or assaults are more serious than others, and deserve more severe punishments? Why do hate crimes happen? What would you recommend to prevent hate crimes?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Many people call the United States “a country of immigrants.” But what happens when people from different backgrounds, traditions, languages, and religions come together in one nation? As you might imagine, there are many ideas about the best way for immigrants to integrate into a new society. Two of the most popular metaphors are the *melting pot* and the *salad bowl*.

**The Melting Pot**

The melting pot metaphor was used as far back as the late 1700s when immigrants began arriving in the U.S. The idea behind this metaphor is that immigrants come together and become one group: Americans. Think of the U.S. as a big pot of soup with individual immigrants as ingredients. Blend these ingredients together to produce a soup with one texture and one flavor. In other words, each immigrant group would contribute a unique flavor to a single, shared American culture. Immigrants were expected to leave behind the beliefs and customs of their homelands because these might interfere with their integration into life in the United States. This idea is illustrated on the U.S. seal, which contains the motto *E pluribus unum*—Latin for “out of many, one.” The melting pot implies that each immigrant’s individual cultural identity will eventually become a part of the larger American culture.

**The Salad Bowl**

In the 1960s a new metaphor for social and cultural integration of new immigrants was proposed: the salad bowl. In a salad, each ingredient keeps its individual flavor, and they all contribute identifiable flavors that are melded by a single dressing. This new proposal was that immigrants should retain their cultural identities, while being united by foundational American values such as personal freedom and individual rights. Supporters of the salad bowl metaphor recognize that immigrants need to adapt to life in the United States in various ways, like learning English, but they argue that immigrants and their future generations should be able to maintain a connection with their homeland even while contributing to American culture. The salad bowl implies that what it means to be American is different for different people.

**DISCUSSION QUESTION**

“Melting pot” and “salad bowl” are two metaphors describing different forms of integration in a society. But other metaphors can also be used to describe societies, for example, “lasagna,” “porridge,” and “sausage.” What would each of those metaphors imply about societal processes such as distribution of wealth, degree of homogeneity, and incorporation of undesirable elements? What metaphor would you like to propose to illustrate how American society integrates previous and new generations of immigrants, Native Americans, and former slaves into one country?
Irish Immigration to the U.S.

From Poverty and Persecution in Ireland to the White House in America

There was no worse fate than being an Irish immigrant in the U.S. in the mid 1800s. Although they had survived religious persecution by the British and starvation in the Potato Famine of 1845, the Irish were unprepared for the hatred that awaited them in America. Upon arrival they were labeled criminals and subhuman because they were Catholics. Their particular “brogue,” or Irish English, made them objects of ridicule. Advertisements for work proclaimed loudly, “NO IRISH NEED APPLY.”

They were forced to live in terrible circumstances; many became beggars and turned to crime to survive. One newspaper in Chicago suggested putting the Irish on a boat and sending them home to reduce the crime rate. But the Irish persevered. They banded together as a community and the Catholic Church protected them. And because more new immigrants continued to arrive, the focus of derision landed on the newcomers. Over the next century, the Irish became powerful business owners and political players as personified by the Kennedy family. No Irish immigrant would have ever thought that the president of the United States would be an Irish Catholic. But John F. Kennedy became president in 1961 and made a historic visit to Port Ross, Ireland, the site where his great-grandfather’s voyage to America to escape the potato famine started. President Kennedy told the crowd, “When my great-grandfather left here to become a cooper in East Boston he carried nothing with him except two things: a strong religious faith and a strong desire for liberty.”

Sources: http://www.kinsella.org/history/histira.htm; http://news.bbc.co.uk/onthisday/hl/dates/stories/june/27/newsid_4461000/4461115.stm

President John F. Kennedy (1963)
Photo by Cecil W. Stoughton

“Emigrants Leave Ireland,” engraving by Henry Doyle (1827–1892), from Mary Frances Cusack’s Illustrated History of Ireland, 1868

Lyrics from an 1862 American song

© 2015 SERP
How does one become a U.S. citizen?

1. Born in the United States
   - At least one parent is a U.S. citizen
   - Apply for permanent residency status
     - Five years

2. Not born in the United States but living in the United States on a visa
   - Parents not citizens, close family members are naturalized citizens
   - Apply for permanent residency status
     - Five years
   - No relatives in the U.S., danger in country of residence
   - Apply for refugee status
     - Five years
   - Marry a U.S. citizen (and prove that the marriage is authentic)
     - Three years

1. Have proof of being physically present in the United States for the required number of years.
2. Demonstrate good moral character.
3. Pass the U.S. citizenship test that assesses ability to read, write, and speak English as well as knowledge of American history and the principles of the U.S. Constitution.
4. Be interviewed by United States Citizen and Immigration Services personnel.
5. Swear an oath of allegiance to the United States.
Anyone who goes through the **process** of naturalization needs to demonstrate some knowledge about American history, government, and civics. See if you and a partner can answer the following questions, all of which **illustrate** the kinds of questions on the test applicants for citizenship take.

- How many U.S. Senators are there?

- Who wrote the Declaration of Independence?

- Who was president of the United States in World War I?

- Name one American Indian tribe in the United States.

- Why does the flag have 13 stripes?

- When was the Constitution written?

- What is Martin Luther King, Jr. best known for?
Debate

When was it easier to be an immigrant to the United States, the 1800s or today?

In preparing for the debate, you might want to think about specific cases. For example, you could compare the experiences of the Irish immigrants who escaped the potato famine by immigrating to the United States in 1850 to the experiences of Sudanese Lost Boys and Girls like Gabriel and Aluel who left war-torn regions and refugee camps to come to the United States in the 2000s.

Here is a brief chart that may help you organize the facts you will use in your debate – a few of the categories have been filled in for you:

<table>
<thead>
<tr>
<th>1800s</th>
<th>2000s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Getting a visa</strong></td>
<td>None needed</td>
</tr>
<tr>
<td><strong>Getting asylum or refugee status</strong></td>
<td>Not yet introduced</td>
</tr>
<tr>
<td><strong>The naturalization process</strong></td>
<td>Apply at any courthouse and sign a form</td>
</tr>
<tr>
<td><strong>Getting a job once here</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Attitudes of American residents toward newcomers</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Similarity of immigrants to U.S. residents in appearance</strong></td>
<td></td>
</tr>
<tr>
<td>Census data from 1860:</td>
<td>Census data from 2010:</td>
</tr>
<tr>
<td>Population</td>
<td>Population</td>
</tr>
<tr>
<td>31.4 million</td>
<td>308.7 million</td>
</tr>
<tr>
<td>White</td>
<td>White</td>
</tr>
<tr>
<td>26.9 million</td>
<td>223.5 million</td>
</tr>
<tr>
<td>Black</td>
<td>Black</td>
</tr>
<tr>
<td>4.4 million</td>
<td>38.9 million</td>
</tr>
<tr>
<td>Native</td>
<td>Native</td>
</tr>
<tr>
<td>0.4 million</td>
<td>2.9 million</td>
</tr>
<tr>
<td>Asian</td>
<td>Asian</td>
</tr>
<tr>
<td>0.3 million</td>
<td>15.2 million</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Hispanic</td>
</tr>
<tr>
<td>0.1 million</td>
<td>50.5 million</td>
</tr>
<tr>
<td>Multiracial</td>
<td>Multiracial</td>
</tr>
<tr>
<td>[not coded]</td>
<td>9.0 million</td>
</tr>
</tbody>
</table>
Often people immigrate to other countries because their human rights are being violated.

Universal Declaration of Human Rights

Article 16
As soon as a person is legally old enough, he or she has the right to marry and have a family. In doing this, skin color, religion, and nationality should not be obstacles. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The government of your country should protect you and the members of your family.

TURN AND TALK
What if a government restriction said you could not marry the person you wanted to marry? What would you do?

Article 17
You have the right to own things and nobody has the right to take these from you without a good reason.

TURN AND TALK
Why would a government try to take away something you owned?

Article 19
You have the right to think what you want, to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas also — with people from any other country.

TURN AND TALK
How can someone suppress what you think or say?

What do Articles 20 and 21 mean? Rewrite in your own words.

Article 20
(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

Article 21
(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right to equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

TURN AND TALK: Would a violation of one of the above human rights cause you to leave your home country? If so, which one?
Writing

Immigration Symbol

You have been selected by the United States Citizenship and Immigration Services (USCIS) to work on their new “Welcome to the United States!” campaign. They would like you to design a symbol to represent immigrant integration. It could be a melting pot, a salad bowl, or something entirely different. After you design your symbol, explain why it is a good choice.
The United States invaded the country of Afghanistan one month after the 9/11 attacks in pursuit of Osama bin Laden and the terrorist group al-Qaeda, who took responsibility for the attacks. Since that time, images of Afghanistan in the international media have portrayed a country devastated by the hardships of war, and torn apart by internal conflicts between the Taliban and other Afghans. Although most people hear about the bombings and killings in the international media, there is a new and more hopeful generation rising up and determined to build a new Afghanistan. Many young people in Afghanistan today are connected to each other and friends and relatives around the world via social media and cell phones. Many of these young people want universal education for women and girls. This new generation of Afghans say they are no longer interested in the old boundaries between tribes and sects or the battles waged by their parents and grandparents along ethnic and tribal lines. This new generation has initiated a process of change that they hope will bring peace and progress.

Shaharzad Akbar illustrates the spirit of this new generation. Her parents fled Afghanistan in 1979 and became refugees. After the Taliban were driven out in 2001, she and her family were able to return home. Akbar took advantage of scholarships and grants awarded to young Afghans, and attended Smith College in Massachusetts and Oxford University in England. In 2012, she founded the influential youth group called Afghanistan 1400, which strives to give progressive young people a voice in the Afghani government and in Afghanistan’s social, political, and economic future.

Another representative of this new generation is Sahmi Sadat, a former advisor to the Afghan Minister of the Interior. He has helped found A3 (Afghanistan Analysis and Awareness), a program that helps inform and influence people who make important decisions about Afghanistan. He says that in the Afghanistan of today, people of all backgrounds are accepting each other and are working to coexist peacefully. He actually proposes that this past decade has been a decade of peace. When asked why the media represented Afghanistan as a country still at war, Sadat agreed that war was always in the background, but he and his generation still felt it “was peaceful enough that we had freedom of speech. It was peaceful enough for me to travel to the rest of the world and learn, come back and apply new concepts and make Afghanistan a better place.”

Source: [http://m.npr.org/news/World/183821219](http://m.npr.org/news/World/183821219)

**TURN AND TALK**

These young people are changing their country by crossing historic boundaries and opposing traditional restrictions on their actions. Are there any divisions in your communities (neighborhood, church, school, or others) that you feel restrict your life unfairly?
American Immigration: Past and Present

The Page Act of 1875 was the United States’ first immigration law. The Page Act sought to restrict the immigration of people who were considered undesirable. Immigration from China and other Asian countries was heavily restricted although there were no specific quotas, or numbers, defining how many people would be allowed to enter the United States each year. In 1921, politicians proposed further restrictions. They passed the Emergency Quota Act which put strict limitations on the number of people from each country who could enter the United States. Then the Immigration Act of 1924 added even more restrictive quotas, which remained in place until 1965, when immigration policy underwent a major shift. This shift occurred with the Immigration and Nationality Act of 1965 which stopped the practice of denying entrance on the basis of country-specific quotas. People from any country could begin the process of applying for entry to the United States and integrating into a new culture.

Today, many immigrants enter the United States, but they do not settle in each state in equal numbers. The chart below shows data from the 2010 United States Census.

Challenge problem:

In 2010, the total foreign population in the United States was about 39,956,000. In that year, the population of New York was 19,378,000, and the population of New Jersey was 8,792,000. Using this information and the graph, determine the foreign born population in New York and New Jersey.

a. For both states, construct a fraction of the number of foreign born residents over total state population. This fraction will represent the proportion of foreign-born residents in each state. Reduce each fraction to a decimal.

b. How do these proportions compare? Would you have guessed this by looking at the pie graph?
When two or more substances are combined but can be separated back into their original parts, scientists call this a mixture. Mixtures are all around us: air, soda, salad dressing, and rocks are all mixtures. Scientists categorize mixtures into two groups: homogeneous mixtures and heterogeneous mixtures. Let's explore each type of mixture in greater detail.

### Heterogeneous Mixtures

A heterogenous mixture can be easy to identify since there are clear boundaries between the ingredients. One part of a heterogenous mixture may look very different from another part. For example, look at the first illustration to the right. You can see that some areas of the trail mix have nuts, while other areas have raisins. The illustration on the far right shows another mixture that is not as easily identified as heterogeneous: blood. Although blood may look like it has a uniform composition, a glance under the microscope reveals that blood has several ingredients that are not integrated completely: red blood cells, white blood cells, platelets, and plasma.

### Homogeneous Mixtures

While many mixtures may look homogeneous, the term is restricted to those whose ingredients are integrated completely, even on the microscopic level. Air and gasoline are examples of homogeneous mixtures. Air is mostly made up of nitrogen and oxygen. Gasoline is made up of hydrogen and carbon compounds whose separation has been suppressed as a result of processing at a petroleum refinery. Imagine you have a jar of gasoline. Every sample taken from that jar will be identical: They will have the same ingredients in the same proportions. Bronze is another example of a homogeneous mixture. When metals are mixed together they are called alloys. Alloys are often, but not always, homogeneous mixtures. Bronze is an alloy made up of copper and tin. Some sculptors use bronze since it is strong, easy to work with, and golden in color.

### Identify the following substances as heterogenous or homogeneous mixtures:

<table>
<thead>
<tr>
<th>Substance</th>
<th>Heterogenous</th>
<th>Homogeneous</th>
</tr>
</thead>
<tbody>
<tr>
<td>milkshake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>steel (an alloy of iron, carbon, and other metals)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>soup</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TURN AND TALK

Think about the melting pot and salad bowl metaphors for immigrant integration. Which one represents a homogeneous mixture? Which one represents a heterogeneous mixture? What are the implications of the two metaphors for the preservation of cultural traditions? Explain your thinking.
<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>process (noun)</strong></td>
<td>a set of steps that are followed in achieving a goal</td>
<td>Kevin carefully followed the steps in the application process so that he could receive a scholarship to attend basketball camp.</td>
<td>Which process is more difficult: the process of opening an email account, or the process of opening a bank account?</td>
</tr>
<tr>
<td><strong>process (verb)</strong></td>
<td>to come to an understanding of something</td>
<td>It took Abby a few moments to process the news that she had won the contest, and then she began jumping for joy.</td>
<td>Do you prefer to process new information by thinking about it or talking about it?</td>
</tr>
<tr>
<td><strong>suppress (verb)</strong></td>
<td>to end or prevent from developing</td>
<td>After reading a funny note in class, Deanna suppressed her urge to laugh by biting her lip.</td>
<td>How do you suppress your anger when you want to avoid getting into an argument?</td>
</tr>
<tr>
<td><strong>integrate (verb)</strong></td>
<td>to combine completely into one</td>
<td>Amanda and Ty integrated music and poetry into their presentation to make it more engaging.</td>
<td>Would you rather integrate healthier food or more exercise into your daily routine? Why?</td>
</tr>
<tr>
<td><strong>restrict (verb)</strong></td>
<td>to control by placing under a limit</td>
<td>Corey decided that he would not restrict the number of guests at his party; he wanted everyone to be invited.</td>
<td>Should parents restrict teenagers from watching more than one hour of television each day?</td>
</tr>
<tr>
<td><strong>restriction (noun)</strong></td>
<td>a limitation that is used to control or prevent</td>
<td>After the new restrictions were put into place, only children over four feet tall were allowed on the roller coaster.</td>
<td>Would you like to place restrictions on noise in your neighborhood? If so, what would they be?</td>
</tr>
<tr>
<td><strong>implication (noun)</strong></td>
<td>a consequence, result, or effect; something indirectly suggested or hinted at</td>
<td>Tree planting has important implications for air quality, including increased oxygen levels.</td>
<td>What are some possible implications of not finishing high school?</td>
</tr>
<tr>
<td><strong>implicate (verb)</strong></td>
<td>to show involvement in (especially a crime)</td>
<td>The contents of the woman’s car implicated her in the bank robbery.</td>
<td>What kind of evidence would be needed to implicate your dog in having eaten your homework?</td>
</tr>
<tr>
<td><strong>proposal (noun)</strong></td>
<td>a suggestion to be considered by others</td>
<td>The teacher rejected Enrique’s proposal to establish homework-free weekends.</td>
<td>Would you approve a proposal to increase the driving age from 16 to 18? Why or why not?</td>
</tr>
<tr>
<td><strong>illustrate (verb)</strong></td>
<td>to clarify by using examples or images; to provide artwork to support a text</td>
<td>The hospital report illustrated the effectiveness of bicycle helmets against head injury.</td>
<td>Does TV news illustrate what is happening in communities, or only entertain?</td>
</tr>
<tr>
<td><strong>boundary (noun)</strong></td>
<td>a real or imaginary line that marks a border or limit; a limit</td>
<td>The boundary between real and imaginary is blurry for young children, but it becomes more clear as we get older.</td>
<td>Why do bodies of water make good boundaries between countries?</td>
</tr>
</tbody>
</table>