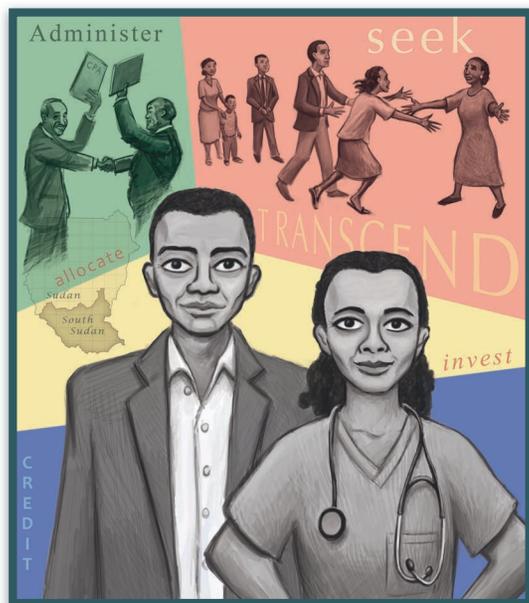


Gabriel and Aluel's Journey From Sudan



PART 6



SHOULD WE STAY OR SHOULD WE RETURN? HOW DO WE BALANCE OUR OBLIGATIONS TO OUR COMMUNITIES, TO OUR FAMILIES, AND TO OURSELVES?

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Overview of Activities

Unit 7.6

Session 1: In the Reader's Theater, four immigrants discuss their ideas about returning to their countries of origin or staying in the United States. Students read about the Comprehensive Peace Agreement signed in 2005, which allowed for the return of many displaced Sudanese and set the stage for the independence of South Sudan.

Session 2: Students read about two ways that local economies are affected by immigration: remittances and brain drain. Then, Aluel and Gabriel celebrate after voting in the referendum for South Sudanese independence.

Session 3: Students write newspaper headlines that match Articles 22–27 in the UDHR. Students read about four NGOs and match their primary focus to the rights outlined in the UDHR articles.

Session 4: Students read about South Sudan's first day as a country then debate whether Aluel and Gabriel should return to the newly formed nation.

Session 5: Aluel and Gabriel's journey concludes with a visit to the land that they fled so many years earlier. Students take on Aluel's perspective or Gabriel's perspective and write a letter to their former ESL teacher explaining their reasons for staying in the U.S. or returning to South Sudan.

ELA: Students read about the award-winning musician Juan Luis Guerra and discuss the lyrics of one of his songs, *Visa to a Dream*.

Math: Students use averages and percentages to calculate the fees charged for sending remittance payments.

Science: Students read about invasive plant and animal species, a result of global migration.

Word Chart: Students use definitions, sample sentences, and Turn and Talk prompts to gain a deeper understanding of the weekly focus words.

Note to Teachers: These units are intended for middle school students of any grade. Please use them where they align with your curriculum. Most of the Common Core State Standards included in the teacher directions come from the Literacy in History and Social Studies 6–8 (<http://www.corestandards.org/ELA-Literacy/RH/6-8/>) or Literacy in Writing 6–8 (<http://www.corestandards.org/ELA-Literacy/WHST/6-8/>). Others come from the Language and Speaking & Listening strands, which are specific to each grade level, but similar enough from grades 6 through 8 that we grouped them together.

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

Teacher Directions, Session 1

pages 2-5

In the Reader's Theater, four immigrants discuss their ideas about returning to their countries of origin or staying in the United States. Students read about the Comprehensive Peace Agreement signed in 2005, which allowed for the return of many displaced Sudanese and set the stage for the independence of South Sudan.

Timeline

Procedure

1. Direct students to the cover of the booklet. Read the title of the unit and give students time to examine the images.
2. Ask students what the unit question means to them. Have them share their answer with a partner.
3. Direct students to Gabriel and Aluel's timeline and explain it includes events covered in this and past units.
4. Tell students that in this unit they will continue to learn about Gabriel and Aluel's journey, as well as some of the key events in world history as they relate to Sudan.

Reader's Theater

January 2005: Should John stay in the U.S. or return to Sudan?

Setting: A group of friends get together at the Flamingo Ethiopian Restaurant in St. Paul, Minnesota, a meeting place for immigrants and refugees from all over the world, especially Africa.

Laura: So, John, you're really going back to Sudan?

John: Yes, but I'm going back to a peaceful Sudan! A peace agreement was just signed between northern and southern Sudan. Our leader, John Garang, has invited many of the displaced to come home and rebuild the region.

Kamal: But John, that peace agreement is just a piece of paper. You don't know what you're really going back to and your country's been at war forever. That's why you're here in the first place.

John: True, but I feel hopeful that this agreement is real. I have to **credit** both the SPLA and the government of Khartoum – the capital of Sudan – on finally coming together to **institute** peace. I'm hoping that this is truly the event that will help us **transcend** our differences. So I do feel I have an obligation to go back and **invest** in the future of my homeland. They need engineers like me to build and rebuild.

Kamal: Well, I'm staying here. There is no way I can go back to Lebanon. It's too dangerous and I have a wife and two small kids who are all American. My wife wouldn't move to Lebanon if I begged on my knees. Also, this country has **invested** a lot in me and so I owe the U.S. a great deal. I'm doing cutting edge research at the nanoSTAR Institute at the University of Virginia on robotics.

Dinora: That sounds very cool, Kamal! We use robotics in the surgical department at the hospital where I'm working.

Kamal: That's awesome...

Dinora: It's amazing the kind of precision they have with the most delicate of surgeries. But you know everyone, I'm in a bit of a quandary myself.

John: Quandary?

Dinora: Dilemma.

John: Gotcha.

Dinora: I'm supposed to go back to Brazil to practice the specialized medical training I got here in the U.S. and train others. But I'm thinking of staying and trying to get a job here.

John: Why? Don't they need your expertise back in Brazil?

Dinora: Sure they do but people in the medical field are really badly paid there. And there are plenty of doctors in my city so there's a lot of competition.

John: You should come to Juba with me! We need more doctors.

Dinora: I'm torn about staying here. I can make a lot more money and advance my career here. Plus, I feel like I should give back to the U.S. I'm grateful that I was able to get such a good education here.

John: That's a good point; I hadn't thought of it that way. I guess I do owe the U.S. for taking me in when I was **seeking** refuge. But don't you feel more of an obligation to your family and to your country?

Dinora: It's very different, John. I wasn't forced to leave my country the way you were, so I don't know how I'd feel in your situation.

Kamal: I have relatives in Lebanon who can't leave. They tell me to stay here and help by sending money home.

Laura: Well, I'm sort of in the situation that you're in, but I think mine might be worse. My parents had to flee El Salvador during the civil war, and we ended up staying although we had always hoped to go home.

Kamal: But your parents **sought** and received political asylum, right?

Laura: We were one of the lucky few that did get political asylum. So we were refugees like John and got help to settle in here in St. Paul. But we won't go back to El Salvador even though there is a new leader, like John Garang in Sudan, who fought in the war.

John: But if it's better, why do you feel as though you can't go back?

Laura: Well, there is a huge amount of crime and there aren't many jobs. Like most Salvadorans and like Kamal, my parents have been sending remittances, or money, to our relatives since we left. Did you know that remittances from the U.S. average about three billion dollars a year to El Salvador? That's about one-sixth of El Salvador's actual economy.

John: Wow. Maybe I would have a greater impact on the rebuilding efforts in Sudan by a getting a good job in the U.S. and sending money home. Now I don't know what to do!

Kamal: Well, as I see it there are obligations everywhere: to our countries of birth, to our adopted nations, to our communities, to our families, and to ourselves. Is there a right answer to whether or not John should stay or go? I'm not sure...



TURN AND TALK: What would you do if you were in John's shoes? Would you return? Or would you feel obligated to pay back the country that **invested** in you and gave you safe haven?

Reader's Theater

Procedure

1. Introduce the focus words by reading them out loud and having students repeat the words. Use the word chart at the end of the unit for the definitions and sample sentences. Students may have read these words before but never actually said them out loud. Tell students that they will see the focus words presented several times throughout the unit. Focus words will be bolded so that they stand out. Encourage students to pay special attention to how the focus words are used, and to use the focus words while speaking and writing.
2. Read the title, background information, and setting at the beginning of the Reader's Theater. Provide clarification if necessary.
3. Read the script. There are many ways to read the Reader's Theater, depending on the reading level of your students. Here are some options:
 - a. Teacher reads the text out loud to the class.
 - b. Choose four strong student readers and assign each student one character's part to read. Have the four students read the script out loud to the class.
4. Have students identify some of the reasons that the characters gave for wanting to stay in the U.S. and wanting to return to their home countries. (*making money, job opportunities, being close to family, personal safety, investing in the homeland, personal obligation, etc.*)
5. Allow students to discuss the Turn and Talk questions in partners and then have a few students share their ideas with the class.

Common Core State Standards

CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

The Transition from War to Peace

The 2005 Comprehensive Peace Agreement (CPA)

After 22 years of conflict and 4 million displaced persons, a peace agreement was finally signed between northern and southern Sudan in 2005. This document, called the Comprehensive Peace Agreement (CPA), allocated a term of six years for a slow transition of government until southern Sudan could vote on whether or not to become an independent nation. In the four years after the agreement was signed in 2005, it is estimated that about 1.9 million of those displaced returned home. Sixty percent of those seeking a return to their place of origin were between the ages of one and 17.

Read the words that John Garang, the head of the SPLA, spoke about the joy he felt at the ceremony where the CPA with K artoum was signed. He specifically credited the northern Sudanese for their cooperation.



Photo by Thomas Mukoya/Reuters

“With this peace agreement, we have ended the longest war in Africa – 39 years of two wars since August 1955 out of 50 years of our independence. And if we add the 11 years of Anyanya II, then Sudan had been at war within itself for 49 years, which is the whole of its independence period.

With this peace agreement, the SPLM and the National Congress Party government have brought half a century of war to a dignified end – congratulations.

With this peace agreement, there will be no more bombs falling from the sky on innocent children and women. Instead of the cries of children and the wailing of women and the pain of the last 21 years of war, peace will bless us once more with hearing the happy giggling of children and the enchanting ululation of women who are excited in happiness for one reason or another.”

But the transition from war to peace would prove to be a challenge. The implication of a signed agreement was that the fighting and killing would stop, but unfortunately, the conflict did not deescalate and the armed conflict continued.

TURN, TALK, AND WRITE: Knowing what you know about the hostilities between northern and southern Sudan, why do you think the transition to peace is so difficult?

Five horizontal lines for writing a response to the Turn, Talk, and Write prompt.

The Transition from War to Peace

Procedure

- 1. Ask students to recall some of the reasons for the conflict in the Sudan. Students may remember that religious divisions, ethnic divisions, unequal representation in the government, and an imbalance of resources led to the conflicts that forced Aluel and Gabriel to flee their village.
2. Read the opening two paragraphs and answer any questions that come up.
3. Have student volunteers read the words of John Garang. Explain that Anyanya II was an uprising by the Nuer people.
4. Ask students to describe the spirit of John Garang’s speech, and what they think Garang would predict about Sudan’s future.
5. Have students discuss the Turn and Talk question in partners, and then jot down notes from their conversation.

Common Core State Standards

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Session 1

allocate • invest • transcend • administer • credit • institute • seek • escalate

▶ January 9, 2005: Will there be real peace between northern and southern Sudan?

Aluel and Gabriel heard the news about the Comprehensive Peace Agreement early on January 9th, 2005. They immediately started texting each other:



TURN AND TALK

Aluel is willing to uproot herself again, while Gabriel is not. Why would someone be reluctant to uproot him or herself after living somewhere for five years?

January 9, 2005: Will there be real peace between northern and southern Sudan?

Procedure

1. Ask students to recall what Aluel and Gabriel were doing at the end of the last unit. Students may remember that after 9/11, Aluel and Gabriel were talking with their friend, Leyla, about her decision to wear a headscarf. Explain to students that nearly four years have gone by and it is now 2005.
2. Read the opening text to provide context for the text message conversation.
3. Explain that students should follow the arrows to read the conversation.
4. Have students read the text messages in partners – one partner should read the part of Aluel and one should read the part of Gabriel.
5. Ask students to think about the part that they read (i.e., Aluel or Gabriel). Did they read something they agreed with? Disagreed with? Allow student volunteers to explain their thinking.
6. Have students discuss the Turn and Talk question in partners.

Common Core State Standards

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Immigrant Remittances

The Global Flow of Cash

Each year millions of people leave their native countries to **seek** opportunities in new places. Most migrant people leave behind family and friends in their home countries, although in recent years it has become increasingly convenient and affordable to stay in touch via telephone, email, video chatting, and social media. But pictures, stories, and music videos are not the only items that are exchanged between migrants and their loved ones back home. Cash, in growing amounts, is making its way around the globe as global immigration reaches new levels.

Remittances, or transfers of money back home by foreign workers, are not a new phenomenon. Ever since global travel via train and ship was made accessible to common people, foreign workers have sent money back to their home countries. But what started as bundles of cash brought home during visits or sent with friends has **escalated** into one of the most important sources of foreign investment in many countries. In 2012, global remittances reached an estimated \$529 billion. The countries that sent the most remittances in 2011 were the United States, Saudi Arabia, and Canada, and the countries that received the most remittances were India, China, and Mexico. Many of these remittances were small amounts of money sent as wire transfers through companies like Western Union or MoneyGram.

Economists **credit** the **escalation** of remittances with improving the quality of life for many people in developing countries by giving them money to buy food, pay for medicine, and spend on everyday items like clothes. But others argue remittance money could be put to better use. These experts have noticed that foreign workers are beginning to pool their money together to **invest** in projects that build roads and schools in their home countries. They hope that the **allocation** of remittances will lead to new jobs, like construction workers and teachers.



TURN AND TALK

If you sent remittances to another country, how would you want the money to be spent?

Teacher Directions, Session 2

pages 6-8

Students read about two ways that local economies are affected by immigration: remittances and brain drain. Then, Aluel and Gabriel celebrate after voting in the referendum for South Sudanese independence.

Immigrant Remittances

Procedure

1. Review the unit focus words and challenge students to provide a synonym or brief definition for each.
2. Ask for a show of hands of students who have relatives in other countries. Ask students whether they send anything back and forth with these relatives (letters, clothes, money, etc.). Allow students to share.
3. Tell students that they will be reading about the money that is sent between relatives in different countries. Explain that these are called remittances. Have students pronounce the word.
4. Read the text out loud to the class. Ask clarifying questions to ensure that students understand how most remittance money is spent and how economists hope remittance money is spent.
5. Examine the map at the bottom of the page. Have students make observations about the map (e.g. the thickness of the lines represents the quantity of money sent). Solicit information and reactions about American remittances to other countries.
6. Have students discuss the Turn and Talk question in partners.

Common Core State Standards

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Brain Drain

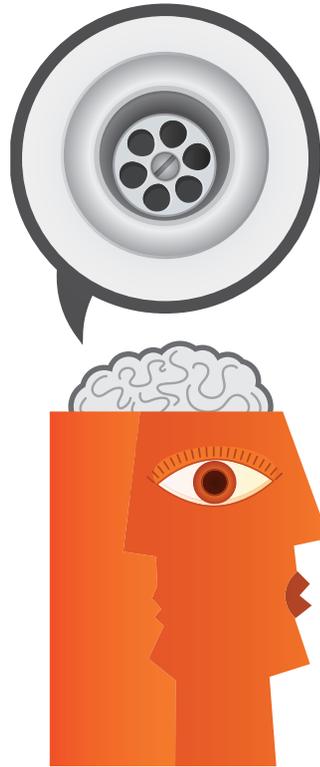
Another Consequence of Immigration

The term “brain drain” sounds pretty horrific but what it actually refers to is the draining of brain power—trained professionals—out of a country. Often people who have special technical skills leave their country of origin for better opportunities, more training, and higher salaries elsewhere. Most often, these people are doctors, scientists, and technology experts. People in these professions are highly **sought** after because medical, research, and technological **institutions** constantly need their expertise.

As of 2011, for example, more than 22% of Canadian doctors came from a foreign country and received their medical training in their countries of origin. Interestingly, the majority of those doctors came from African nations. Such professionals might emigrate to **seek** better salaries, but often they are **seeking** safety and political stability. Recruitment of foreign doctors might be a good strategy for Canada, but countries that have lost these doctors have also lost their investment and their ability to **administer** medical care to their own people. One estimate suggests that \$13.5 billion **allocated** for medical training has been lost to medical personnel emigrating to work in Canada, the United States, Britain, and Australia.

Poorer countries need their trained professionals, like doctors and scientists, to **invest** their skills to improve their own societies. The loss of this knowledge and training interferes with a country’s ability to develop and take care of its own people. For example, in 2010 there were 2.1 doctors per 100,000 people in Canada but only 0.3 doctors per 100,000 people in Sudan. When countries like the U.S. and Canada **institute** policies to recruit these foreign professionals, it is referred to as “brain gain,” while those who lose their professionals suffer from a “brain drain.”

But some companies complain that there is a different kind of brain drain occurring right here in the United States. Top U.S. universities give scholarships to bright and hardworking foreign students who then are often unable to obtain visas allowing them to stay once they graduate. They return home, taking their skills with them. Meanwhile, because there are not enough qualified people trained in the United States, many companies, universities, and hospitals end up recruiting from other nations.


 TURN AND TALK

If a country **invests** time and money to train someone in a specialized profession, is that person morally obligated to stay in that country and practice their profession or should they leave for better opportunities?

Brain Drain

Procedure

1. Have students examine the illustration beside the text. Ask them what they think the image is trying to communicate.
2. Discuss what it means for a country to have “brain power.” Help students to understand that the number of people in a country with high levels of education and training describes its “brain power.”
3. Explain that even though students pay for higher education through their tuition, governments also spend a lot of money providing funding for educational institutions.
4. Read the opening paragraph. Ask students why the text specifically mentions doctors, scientists, and technology experts. Help students to see that these careers require many years of higher education, and therefore are harder to replace and require more of a government investment.
5. Read the rest of the text. Ask students why the U.S. needs to recruit professionals from other countries if there are so many people in the U.S. without jobs. Help students to see that while there are many people looking for jobs in the U.S., they don’t always have the education or training that is necessary to fill the gaps in our workforce.
6. Have students discuss the Turn and Talk question in partners.

Common Core State Standards

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

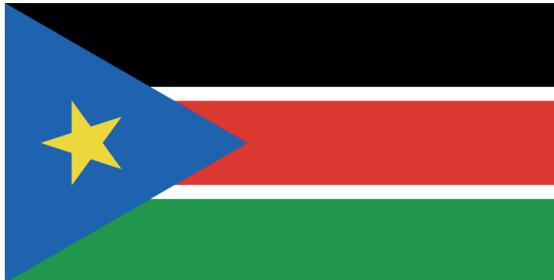
▶ January 2011: Elections for the Future of Sudan

*Aluel and Gabriel were exhausted after their trip from Alexandria, Virginia, back to St. Paul, but they had never felt happier. Thousands of former Lost Boys and Girls had descended on various voting places around the United States to cast their votes for freedom. Through a referendum vote where 3 million votes were cast, 99 percent of southern Sudanese voters voted for independence. The Sudanese diaspora around the world and the displaced within the country were on the road to becoming citizens of the newest nation on earth. Although there were differences to **transcend** and decisions to be made, particularly how the region's oil wealth would be **allocated** and what to name their new country, nothing could stop Aluel, Gabriel, and their friends and family from celebrating the inspiring event.*

There was a party waiting for Aluel and Gabriel at the Flamingo the night after they returned from their trip. The owners, Shegitu and Frewoini, had known Aluel and Gabriel and many of their Sudanese counterparts since their arrival over 10 years earlier. So many refugees **credited** the restaurant owners' warmth and food for sustaining them over the years. Aluel, Gabriel, and Fatima hugged them both and recounted the details of their trip.

As Aluel moved through a sea of blue, gold, white, and green balloons – representing the colors planned for the new South Sudanese flag – she heard similar questions being discussed at every table. “What does this mean for you?” “Will you go back now?” “Have you had any news of your family in Sudan?” “What **institutions** will South Sudan need?” “How will the new nation secure the investments it needs?” Aluel was glad that she had been working with the organization Doctors Without Borders for the last few years. She had been **seeking** experiences and knowledge to prepare herself for precisely this moment.

Aluel realized that the resolution of the hostilities in Sudan had created a new reality, but that the Lost Boys and Girls in the Sudanese diaspora had their new realities too. They were adults, with families and jobs. They had **invested** a lot of time in adapting to their new communities, and while many would want to go back, others would no doubt decide they could not now **transcend** the differences between their new lives and life in South Sudan. One last unresolved issue for many, though, was finding out what had happened to their family members. Perhaps that would be enough to convince Gabriel at least to visit!


 TURN AND TALK

Think about trying to build a stable new nation. What would you argue would be the most important **institution** to **invest** in? Would you prioritize schools, banks, police, government offices, or something else?

January 2011: Elections for the Future of Sudan

Procedure

1. Tell students that the Comprehensive Peace Agreement that was signed in 2005 set the stage for a referendum, or vote, in 2011 to determine whether South Sudan would become an independent nation.
2. Ask students to think of some reasons why people from southern Sudan would vote in favor of or against independence.
3. Read the italicized text and answer any questions. Ask students to think about why Aluel and Gabriel would travel so far just to cast a vote.
4. Read the text as a class or have students read it independently.
5. To support understanding, ask some or both of the following questions:
 - a. What are some of the concerns people have about the new country?
 - b. Why does Aluel feel prepared to return home and help build the new country?
6. Have students discuss the Turn and Talk questions in partners.

Common Core State Standards

CCSS.ELA-Literacy.SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

More About the Universal Declaration of Human Rights

Write a headline that would demonstrate a human rights violation of each article.

UDHR Simplified	Headline
<p>Article 22</p> <p>Everyone has the right to make the most of all the advantages (culture, work, social welfare) that are necessary for personal development and freedom</p>	<p>City Education Budget Slashed: Art and Physical Education Are No Longer Part of School</p>
<p>Article 23</p> <p>You have the right to work, to be free to choose your work, and to get a salary which allows you to support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.</p>	<p>Women Truck Drivers Paid Less than their Male Counterparts</p>
<p>Article 24</p> <p>Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.</p>	<p></p>
<p>Article 25</p> <p>You have the right to have whatever you need so that you and your family: do not fall ill or go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason that you cannot help. Mothers and their children are entitled to special care. All children have the same rights to be protected, whether or not their mother was married when they were born.</p>	<p></p>
<p>Article 27</p> <p>You have the right to share in your community's arts and sciences, and any good they do. Your works as an artist, writer, or scientist should be protected, and you should be able to benefit from them.</p>	<p></p>

Teacher Directions, Session 3

pages 9-10

Students write newspaper headlines that match Articles 22-27 in the UDHR. Students read about four NGOs and match their primary focus to the rights outlined in the UDHR articles.

More About the Universal Declaration of Human Rights

Procedure

1. Review the unit focus words. Challenge students to use each word in a sentence related to the southern Sudan vote for independence.
2. Tell students that they will read about the last five UDHR articles included in the Sudan units.
3. Read the instructions and review how to write a newspaper headline:
 - a. Tell the main idea of a story.
 - b. Use active, present tense verbs.
 - c. Do not use complete sentences.
4. Read through Article 22 and then examine the headline. Discuss how it represents a violation of the article. Repeat with Article 23.
5. Have students work in partners to write the remaining three headlines.
6. Allow students to share their answers.

Common Core Standards

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

What is an NGO?

NGO stands for non-governmental organization. They do some of the things that governments might do – provide medical care, start schools, **invest** in businesses, help people **allocate** resources – but they are explicitly NOT governmental. Doctors Without Borders is one NGO you have already read about. Here are a few more that operated in Sudan during the war and in southern Sudan before the establishment of its government. Some are still there, whereas in other cases the government has taken over their crucial functions.

► **Kiva**

Kiva is committed to the notion that people everywhere in the world will improve their own economic situations if given a little help. Kiva organizes “microloans” – opportunities for individuals to **allocate** small amounts of money – as little as \$25 – to borrowers who can **invest** those funds in productive ways. For example, a Sudanese farmer may use a microloan to buy a goat. Selling milk from the goat enables the farmer to buy seeds and plant a field. That generates more money, and soon the farmer’s family has enough to buy food and pay school fees. Or a Sudanese widow might buy a cell phone with her microloan, and then collect fees from her neighbors who use her phone. Kiva **administers** the loans, operating on the notion that a small investment can create a huge payoff.

www.kiva.org

► **The Carter Center**

Jimmy Carter was the U.S. President from 1977–1981. After he lost the 1980 election to Ronald Reagan, he started The Carter Center, an NGO focused on advancing human rights. The Carter Center tries to address problems that other NGOs are not working on. For example, it has essentially eliminated the guinea worm and greatly reduced river blindness in two of its campaigns. In South Sudan, though, it has focused on providing support to those building a new democratic nation and democratic **institutions**, so that all people can participate in government.

www.cartercenter.org

► **Save the Children**

Save the Children promotes children’s health and welfare in many ways, including through education, health, and food services. By helping children, it also helps families. In South Sudan and elsewhere in Africa, it has focused on supporting local education efforts by **instituting** its programs Literacy Boost and Numeracy Boost.

www.savethechildren.org

► **Artists Striving To End Poverty (ASTEP)**

ASTEP is committed to the notion that children need the arts in their lives to **transcend** poverty. ASTEP recruits artists to help them give children opportunities for music education and participation in drama and dance. It **credits** arts training for improvements in critical thinking, emotional maturity, and interest in staying in school. ASTEP has been working in South Africa, and now has plans to expand into other parts of Africa, including perhaps Sudan and South Sudan.

www.astep.org

Though each of these NGOs has a number of missions, the main focus of each organization is described above. Go back to the articles in the Declaration of Human Rights you read yesterday, and figure out which of the articles is most relevant to the work of each NGO. Do this on your own first, then share your answers with a partner and discuss any discrepancies.

ARTICLE	Kiva	The Carter Center	Save the Children	ASTEP
22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is an NGO?

Procedure

1. Read the opening text. Ask the following question: What is the purpose of NGOs if they provide some of the same services as governments? (*They can act more quickly. They can choose whom they would like to help and where they would like to operate.*)
2. Ask students what the different headings represent. Explain that those are the names of the NGOs that are described in the text.
3. Ask students what they expect to read in the paragraphs below each heading. Explain that the paragraphs provide information about the functions of each NGO.
4. Read the description of each NGO. Have students underline the work that each NGO has done.
5. Have students complete the activity and discuss their answers with a partner.

Article	Kiva	The Carter Center	Save the Children	ASTEP
22		X		
23	X			
25			X	
27				X

Common Core Standards

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

South Sudan: The Newest Nation on Earth!

The newest nation on earth was born on Saturday, July 9, 2011 after years of conflict that cost millions of lives and displaced millions more. Elections had been held in April and Salva Kiir, the former head of the rebel group the SPLA, had won with 93% of the vote. Kiir was sworn into office a month later by the new minister of justice who **administered** the oath at a ceremony filled with foreign officials and dignitaries from around the world. Kiir publicly promised that he would not rule, but instead serve the people of South Sudan and promote peace and development. He invited all present to **invest** in his new nation.

After independence was declared that morning, crowds of new citizens began singing, dancing, and chanting "freedom" in the streets of the new capital, Juba, and in cities, towns, and villages across the region. In the crowd were former refugees who had returned from many corners of the world to celebrate this moment of freedom and independence.

Although there would be days of joyful celebration, there were many challenges facing the new nation in the coming days, months, and years. South Sudan is oil rich but poor in the **institutions** necessary to build a strong society. There were still unresolved border disputes and questions about how the nation would **allocate** and **administer** its oil resources. There were age-old concerns about how best to **transcend** the many political, historical, racial, and religious divisions.

But the celebrations continued and on July 14, 2011, the world community and the United Nations Secretary-General welcomed the new country with these simple words: "Welcome, South Sudan. Welcome to the community of nations."



TURN, TALK, AND WRITE: What do you think the following sentence means: "South Sudan is oil rich but poor in the **institutions** necessary to build a strong society."

Teacher Directions, Session 4

pages 11-12

Students read about South Sudan's first day as a country then debate whether Aluel and Gabriel should return to the newly formed nation.

South Sudan: The Newest Nation on Earth!

Procedure

1. Ask students how they celebrate Independence Day. Students may mention barbecues, etc. Tell students that when the U.S. first became independent from Britain in 1776, there were parties and celebrations.
2. Tell students that this text is about South Sudan's first day as an independent nation.
3. Ask students to think about the emotional climate of the day. How might people feel?
4. Read the text as a class, pausing after each paragraph and having a student volunteer summarize the main idea.
5. Have students discuss the Turn and Talk question in partners, and then jot down notes from their conversation. Have student volunteers share their ideas about the quote.

Common Core State Standards

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Debate

Should Aluel and Gabriel return to South Sudan now that it has gained independence?

YES

South Sudan needs young and well-educated emigrants like Gabriel and Aluel to **administer** its **institutions**, develop its economy, and **transcend** traditional ethnic and political differences.

NO

Violence could **escalate** in South Sudan at any time, so it is not yet a safe place to live and raise a family. Gabriel and Aluel have an obligation to contribute their skills to their new adopted home, and they can do more for South Sudan by sending remittances.

Our Team Supports (circle one):

YES

NO

Notes for argument:

Notes for counterargument:

Notes for rebuttal (response to counterargument):

Debate

Procedure

1. Read the debate topic, and then review and discuss the two positions.
2. Tell students that there will be two teams for the debate: a Yes team and a No team.
3. Explain that in the first round of the debate, teams will present their arguments and supporting evidence. In the second round, teams will present counterarguments (challenges to the arguments made by the opposite team in the first round). In the last round, teams will present rebuttals (defenses against the counterarguments).
4. Assign each student to a team.
5. Have students meet in their teams to gather evidence to support their position. Remind students to review unit texts and include focus words in their arguments.
6. Have two students from each team sit in the center of the room and present their team's argument. Tell the other students to take notes to challenge claims from the other team.
7. Have teams regroup and develop counterarguments. Students should choose two new representatives to present the counterarguments.
8. Tell the new students to sit in the center of the room. Allow each team to present their counterarguments. Tell other students to take notes as team representatives present their counterarguments.
9. Have teams regroup and develop a rebuttal. Students should choose two new representatives to present the rebuttal.
10. Conclude the debate by having students share feedback about the debate.

Common Core State Standards

- CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-Literacy.SL.6-8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

▶ July 9, 2012: Aluel and Gabriel Return

Juba, South Sudan

The passengers on board Kenyan Airlines Flight #534 peered out the windows as the plane landed. They could see shimmering waves of heat rising from the black tarmac. Gabriel had an instant flashback to the heat at Kakuma and **seeking** shelter anywhere that cast a shadow.

As the group entered the terminal, they encountered a mass of people holding up signs for relatives, United Nations workers, and travelers associated with international companies and NGOs. Suddenly, they saw a sign that simply read “Aluel and Gabriel.” It was their cousin Jacob. Although he was refused entry to the United States after 9/11, he had received asylum in New Zealand. Now he too was returning to the newest nation on earth.

“I have a surprise for you,” said Jacob, looking suddenly very serious. Jacob walked over to an older woman who had been sitting by herself at a table and gave her his arm. As she stood up, Aluel and Gabriel cried out in disbelief. How had Jacob found their mother? Mama Ayen, as Jacob called her, had been badly injured during the attack on their village, and had barely survived. She had been taken care of by strangers until she could go to a home with other women who had been displaced. Jacob had **invested** many hours over the past year to determine if she was alive. He finally got confirmation that Ayen had been located by the International Office of Migration.

Aluel and Gabriel were overjoyed. Although they would all be going in different directions soon, for the next week they would be together as a family. Aluel, who was working for the NGO Doctors Without Borders, would stay and train medical personnel in the rural areas for the next year. Fatima and Gabriel would return to St. Paul, where they could help fundraise to rebuild essential South Sudanese **institutions**. Jacob would live in Juba to help with reconstruction. Aluel looked around at her immediate and extended family and thought about how much they had all been able to **transcend** over these many years of flight and survival. The thrill of being a citizen of the newest country on earth suddenly overwhelmed her.



 TURN AND TALK

Who do you think will contribute the most to South Sudan over the next few years – Jacob working on building roads and energy plants, Aluel training medical personnel, or Gabriel raising money to support South Sudanese **institutions**?

Teacher Directions, Session 5

pages 13-14

Aluel and Gabriel’s journey concludes with a visit to the land that they fled so many years earlier. Students take on Aluel’s perspective or Gabriel’s perspective and write a letter to their former ESL teacher explaining their reasons for staying in the U.S. or returning to South Sudan.

July 9, 2012: Aluel and Gabriel Return

Procedure

1. Tell students that they will read the conclusion of Aluel and Gabriel’s journey. Remind students that we first met Aluel and Gabriel in 1990, when they were fleeing their village.
2. Read the title of the text and have students make predictions about what will happen when Gabriel and Aluel return home.
3. Read the text as a class.
4. Have students think back to their predictions. Were they accurate? Inaccurate? Unaddressed in the text?
5. Have students discuss the Turn and Talk question in partners.

Common Core State Standards

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Writing

What obligations do we have to our communities of origin?

Aluel and Gabriel made very different decisions after South Sudan became independent. Aluel decided to return and help rebuild the new nation while Gabriel decided to stay in the United States.

Take on the perspective of either Aluel or Gabriel and write a letter to Mr. Landers, their former ESL teacher, explaining your decision to return or to stay. Include as many focus words as you can to make sure Mr. Landers can see how sophisticated your English has become.

Dear Mr. Landers,

Lined writing area for the letter response.

Writing

Procedure

- 1. Read the writing assignment out loud and answer any questions that come up.
2. Give students a few minutes to work with a partner to think out loud about the assignment, review the unit material, and take notes.
3. Remind students to use the focus words in their writing, and allow them to write for several minutes.
4. If time permits, have student volunteers share their writing with the class, or in small groups.

Common Core State Standards

CCSS.ELA-Literacy.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Juan Luis Guerra

Singer, Bandleader, Songwriter, and Producer

Juan Luis Guerra has sold more than 30 million records and has won Grammys and Latin Grammys as a singer, bandleader, songwriter, and producer. His work incorporates many musical strands – merengue, jazz, balada, salsa, gospel, and more. He has recorded songs in Spanish, English, and even Arawak, a native Caribbean language.

Born in 1957 in the Dominican Republic, Guerra went to university to study philosophy and literature. But then he switched to studying music, luckily for us all. After some time at El Conservatorio Nacional de Música de Santo Domingo, he went to Boston, Massachusetts, to study at the Berklee College of Music.

Though many of Guerra’s songs are about love, he also reveals his early interest in philosophy and social issues in some of his music. For example, his song *El costo de la vida (The Cost of Living)* is a commentary on poverty and the unequal distribution of income.

He also wrote about the topic of displacement and the many people from the Dominican Republic and other places who have to migrate to other countries to **seek** a living. One of his songs is called *Visa para un sueño (Visa to a Dream)*. The verses go through the hours of the day (“It was five in the morning,” “It was seven in the morning,” and so on), describing the visa-seekers standing in line, waiting as the sun grows hotter and hotter:

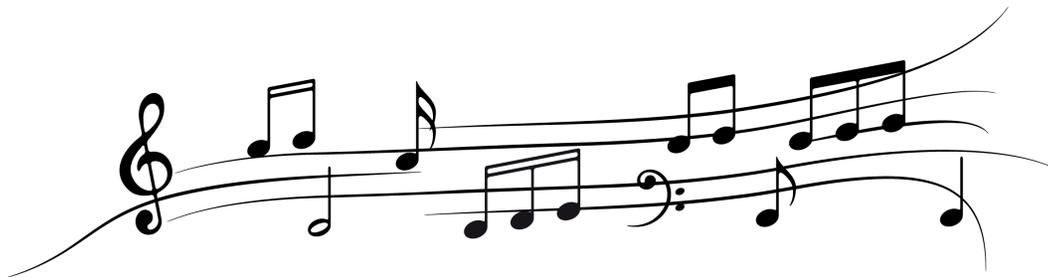
Eran las siete de la mañana
y uno por uno al matadero

It was seven in the morning
and one by one to the slaughterhouse

The refrain goes like this:

Buscando visa, la necesidad
buscando visa, qué rabia me da
buscando visa, golpe de poder
buscando visa, qué mas puedo hacer

Seeking a visa, a necessity
seeking a visa, it makes me so angry
seeking a visa, seizing power
seeking a visa, what else can I do



TURN AND TALK

Check out the full song lyrics online, both in Spanish and in various English translations. Which lines in this song best express the attitude of the writer toward the necessity of **seeking** a visa to reach one’s dreams? Can you identify aspects of the lyrics that work much better in Spanish than in English? (If you don’t speak Spanish, try working with a Spanish-speaking classmate or listening to the song as it is sung by Guerra to get a sense of the rhythm and rhymes in the original.) Try improving on the translation!

Teacher Directions, Supplementary Activities

pages 15-17

ELA Activity

Students read about the award-winning musician Juan Luis Guerra and discuss the lyrics of one of his songs, *Visa to a Dream*.

Procedure

1. Ask students why music is an effective medium to make a critical statement about society. Invite students to share their ideas.
2. Tell students that they will be reading about a world-famous musician, some of whose songs make commentary about society.
3. Explain that philosophy is the study of knowledge, reality, and existence.
4. Read the text as a class. Discuss how Guerra’s interest in philosophy could have influenced his song writing.
5. Play the song and look up the English translation.
6. Have students discuss the Turn and Talk questions in partners and then invite students to share the lines that they chose.

Video link to song: <https://www.youtube.com/watch?v=u6TvCIMI8SI>

Common Core State Standards

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Immigrants, Remittances, and Western Union

Essential service or a means of exploitation?

In 2007, a group of immigrants protested outside of a Western Union meeting in New York City, **seeking** increased responsibility from the company. Western Union is the world's largest money transfer company, transferring about one out of every five dollars that is sent worldwide. Part of the reason it controls so much money is its enormous presence and visibility. For every McDonald's restaurant in the world, there are 15 Western Union locations. That's almost 500,000 Western Union agents worldwide.

Western Union charges an average of 9% for small remittances, which means that a \$100 money transfer will cost the customer \$9. Larger remittances usually cost less money to send, but immigrants in low-paying jobs are often unable to save money in large quantities. In 2011, Western Union transferred almost \$80 billion in remittances and made over a billion dollars in profits. Many immigrants feel that Western Union should reinvest some of their profits in immigrant communities since they are some of the company's most important customers.

As both remittance fees and the number of money transfers **escalate** worldwide, new companies are **seeking** a share of the remittance market, and doing so in a responsible way. These companies are using the internet and other technology to **transcend** the obstacles that make transferring money so expensive, passing along the savings to their customers. Additionally, an increasing number of these companies are **allocating** a portion of every remittance payment to projects in developing countries.



Answer the following questions about percentages and averages.

1. Maria sent \$100 to her mother in Mexico. She was charged \$12.50 to send the remittance and an extra \$2 since the money had to be converted from U.S. dollars to Mexican pesos. What percentage of the remittance did Maria pay as a fee?

2. Kosoko sent \$500 to his family in Nigeria. When averaged, the percentage that Maria and Kosoko paid equaled 9%.
 - a. Write an equation that would allow you to solve for the percentage that Kosoko paid.

 - b. Solve for the percentage that Kosoko paid.

 - c. How much was Kosoko's fee?

TURN AND TALK

Should businesses like Western Union be expected to **invest** money in developing countries or immigrant communities? Why or why not?

Math Activity

Students use averages and percentages to calculate the fees charged for sending remittance payments.

Procedure

1. Read the opening paragraphs. Invite students to comment on the fees charged by Western Union and new remittance technology.
2. Have students work to answer questions in partners. Review answers as a class.
3. Have students discuss the Turn and Talk question in partners.

Answers

1. 14.5%
2. a. $(14.5 + n) \div 2 = 9$ OR $(.145 + n) \div 2 = .09$
 b. 3.5%
 c. \$17.50

Common Core State Standards

CCSS.Math.Content.7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

CCSS.Math.Content.7.NS.A.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

Invasive Species

Global Migrants from the Plant and Animal Kingdoms

In our globalized world, people and products move around at a dizzying pace. Clothes made in India are sold in Norway. Bananas grown in Colombia are eaten in Canada. As products and people move around the world, they often take plants and animals along for the ride. Some species thrive in new environments. They reproduce until their populations **escalate** to unhealthy levels, driving out native populations and causing billions of dollars in damage. Such species are called *invasive species*. Below are two examples of invasive species found around the world.

Zebra Mussel

Zebra mussels are native to bodies of water located along the Europe/Asia border. They get their name from the striped pattern that often appears on their small, D-shaped shells. Zebra mussels have become an invasive species in many parts of the world. They were brought to North America in water stored at the bottom of large ships, and were first discovered in the Great Lakes in 1988. Populations have now spread to the Mississippi River. Each year a female zebra mussel can produce almost a million microscopic eggs. Once the mussels develop shells, they can clog water systems. Additionally, sharp shells are a hazard for people swimming in lakes, as they can cut the bottom of their feet. Finally, zebra mussels filter lake water by eating plankton, pushing some native species to the brink of extinction while causing other populations to explode. Billions of dollars are **allocated** each year to repair damage caused by zebra mussels. Scientists are developing ways to control zebra mussel populations by **administering** chemicals that will eliminate zebra mussels without harming other living things in the surrounding ecosystem. Most efforts currently focus on preventing the spread of zebra mussels by educating the public.



Zebra mussels growing on a native mussel

Chinaberry Tree

The chinaberry tree is native to Asia and northern Australia. Many people in Asia **credit** the tree with having healing properties. It was brought to the southeastern United States in the 1830s, by people **seeking** a colorful tree that would also provide shade. It can now be found as far west as Texas. The chinaberry tree grows quickly and densely, pushing out native species. Chinaberry seeds, bark, and leaves are poisonous to humans and domestic animals like cats, dogs, horses, and cows. Decaying chinaberry leaves change the chemistry of the soil around them, making it difficult for other plants to grow. Birds help to spread chinaberry trees by eating their fruits and expelling seeds in their droppings. Chinaberry trees are controlled by pulling up young trees and putting special chemicals on the stumps of larger trees.



A chinaberry tree

 TURN AND TALK

There are many restrictions on what kinds of fruits and vegetables you can take on international flights. How do these restrictions help limit the spread of invasive species?

Science Activity

Students read about invasive plant and animal species, a result of global migration.

Procedure

1. Read the opening paragraph and ask for student volunteers to describe the term *invasive species* in their own words.
2. Have students work in groups of four. Assign two students to read about the zebra mussel and two students to read about the chinaberry tree. Have each partnership underline information about:
 - a. Where the species is from
 - b. How it was brought to the US
 - c. Where it can be found in the US
 - d. What kind of damage it causes
3. Then, have the four students come together and share the information they gathered.
4. Have students discuss the Turn and Talk question in partners.

Common Core State Standards

CCSS.ELA-Literacy.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.

Examining the Focus Words Closely

SoGen Unit 7.6

FOCUS WORD OR *RELATED FORM	DEFINITION	SAMPLE SENTENCE	TURN AND TALK
allocate (verb)	to set aside for a particular purpose	Chi will allocate 20% of her allowance to school lunch.	<i>To which budget should the government allocate more money: education or defense? Why?</i>
* allocation (noun)	an amount determined for a particular purpose	Samantha's time allocation for exercise is 45 minutes a day.	<i>What is a fair allocation of student time for homework each night? Should it be the same for all students?</i>
invest (verb)	to devote money, time, or energy toward something in order to receive a later gain	Steve has invested 10 years into his friendship with Joseph.	<i>College offers the opportunity to invest in your future. What would you want to study in college?</i>
transcend (verb)	to go above or move beyond	Sometimes fans of different baseball teams are unable to transcend their rivalries to become friends.	<i>What problem do you wish the world could transcend?</i>
administer (verb)	to manage or be responsible for; to give out	Professor Styne will administer the final examination in chemistry.	<i>Should a doctor be allowed to administer lethal drugs to help certain patients commit suicide?</i>
credit (verb, noun)	(v) to acknowledge someone or something; (n) an approved amount that will be paid at a later time	In her speech to the returning soldiers, Mayor Flanders credited them for helping victims of the tornado.	<i>Who would you credit for helping you learn a skill or talent?</i>
institute (verb)	to establish or start something new	Governor Babjak promised to institute quality health care for all state residents.	<i>If you were to institute a new school policy, what would it be? Why?</i>
* institution (noun)	an organization founded for a certain purpose; an established practice in society	Students visited several banks and other financial institutions to learn about money management.	<i>The institution of learning has traditionally been centered in attending classes. Technology is changing things. What are your thoughts about learning online from home?</i>
seek (verb)	to look for or try to get	"Hide and Seek " is a childhood game that's been played for generations.	<i>When you are upset about something, who do you seek out to help you feel better?</i>
escalate (verb)	to increase rapidly; to make greater	The city police were afraid that the angry protest might escalate into a riot.	<i>What are some helpful strategies to lessen the chance of a disagreement escalating into a fight?</i>
* escalation (noun)	an increase to a higher level	The escalation of movie ticket sales made Iron Man III a major blockbuster hit.	<i>What should be done about the escalation of tuition at many schools in the United States?</i>

Teacher Directions, Focus Words

page 18

Examining the Focus Words Closely

Students use definitions, sample sentences, and Turn and Talk prompts to gain a deeper understanding of the weekly focus words.

Procedure

1. Say each focus word out loud and have students repeat after you.
2. Begin with the first word. Read the definition and sample sentence out loud to the class.
3. Raise the first Turn and Talk question. Invite students to share their answers. Make sure that students use the focus word when they are answering the Turn and Talk prompt.
4. Have students work through the chart by reading the definitions and sample sentences, and answering the Turn and Talk prompts.
5. Conclude by having students share their responses to some of the Turn and Talk questions.

Teaching Tips:

1. Write the focus words on the board and use tally marks to keep track of how often students use them or notice them in their reading. When the class reaches a certain amount of tally marks in one week (for example, 50 tally marks) reward students with free time or another prize of your choice.
2. Create a classroom word wall with the Word Generation focus words. Have students do different activities with the words. For example, they can categorize by part of speech, research etymology, find synonym or antonym pairs, write stories, or have a classroom spelling bee.

Common Core State Standards

CCSS.ELA-Literacy.SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.L.6-8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

CCSS.ELA-Literacy.L.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.