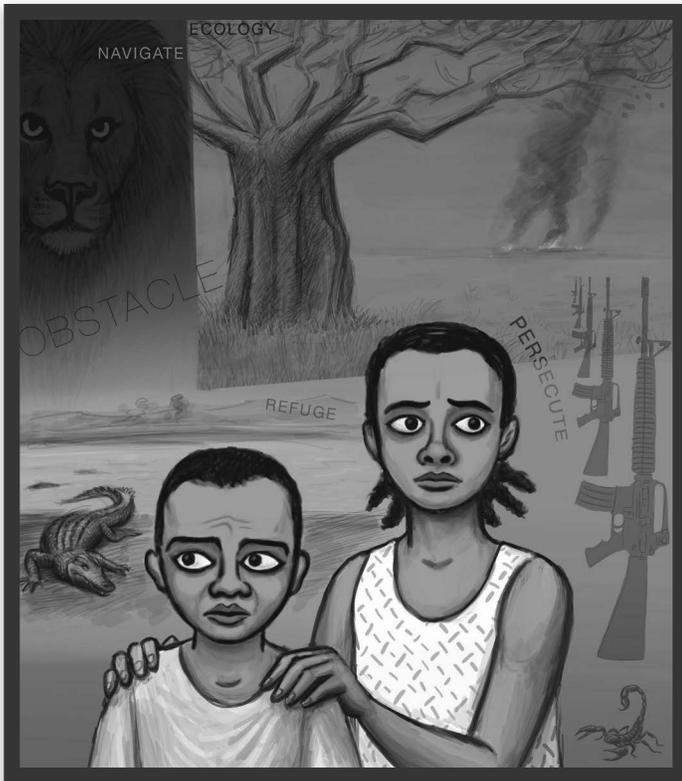


Gabriel and Aluel's Journey From Sudan



PART 2



WHO DO YOU TRUST WHEN YOUR LIFE IS AT STAKE?

SOCIAL STUDIES ACTIVITIES

Session 1	3–6
Reader's Theater 1990: Gabriel and Aluel Flee Fathai Obstacles	

Session 2	7–12
Historical Timeline of the Sudanese Conflict Sources of Conflict Maps Are History! Colonization	

Session 3	13–15
1990: Aluel and Gabriel Race Toward Refuge Compare and Contrast More About the UN Declaration of Human Rights	

Session 4	16–17
1991: At the Sudan-Ethiopia Border Debate	

Session 5	18–19
Writing	

SUPPLEMENTARY ACTIVITIES FOR OTHER CONTENT AREAS

ELA	20
Overcoming Obstacles, Building Reconciliation	

Math	21
The Long Journey	

Science	22
Sudanese Resource: Petroleum	

FOCUS WORDS

Examining the Focus Words Closely	23
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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

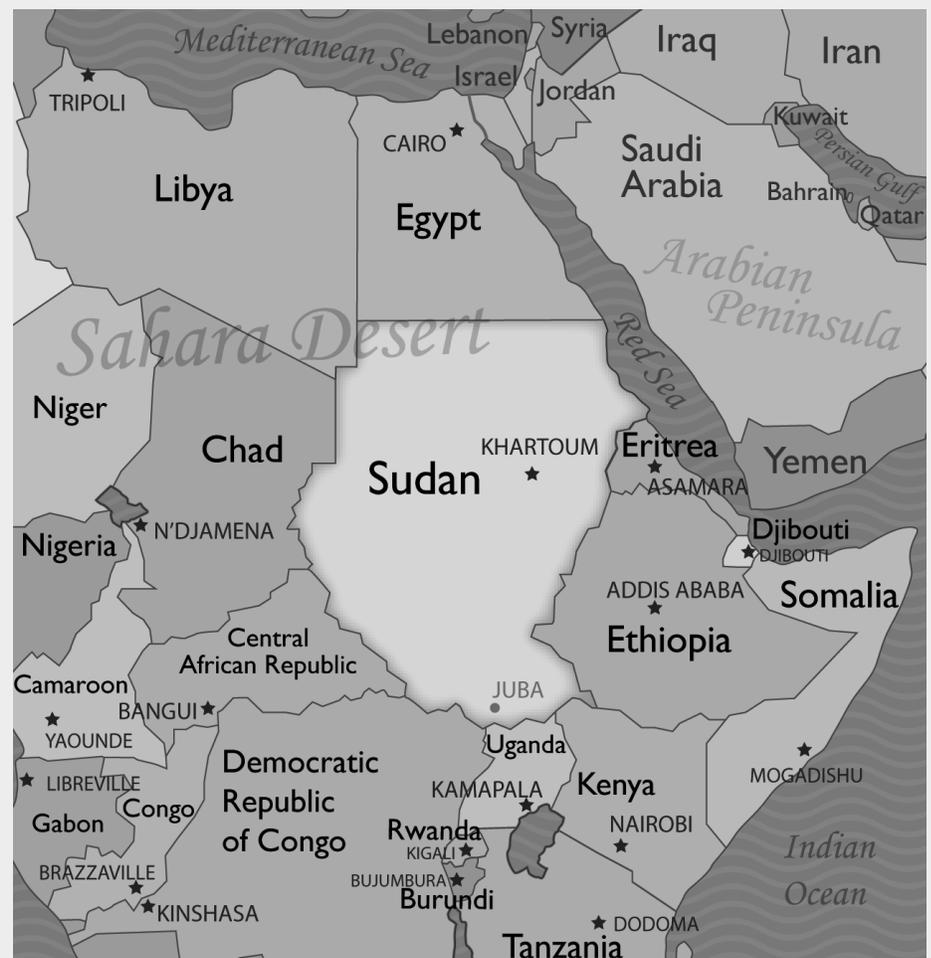
- Aluel and Gabriel arrive at the Pinyudo **Refugee** Camp in Ethiopia

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

Reader's Theater

How do you know who to trust?

Setting: Three teenage campers—Life, Azura, and Melanie—are traveling to Camp Hiram Bigham located in the Abenaki Forest in Vermont after being picked up at the Burlington airport by a camp counselor. During the trip through the mountains, they talk about where they are from and how they ended up coming to the Bigham survival camp. A few hours later, their van suddenly careens off the icy road and slams into a tree. The driver, camp counselor Tim, hits his head against the windshield and is knocked unconscious. The three passengers are unhurt but shaken and frightened. They try calling for help on their cell phones but realize there is no service in this remote location. About 20 minutes later, a man named Tine in a four-wheeled all-terrain vehicle (ATV) appears and offers to take one of them to the closest town. The group in the van discuss their options.



Melanie: Trust him, already. This is ridiculous. It's starting to snow, and if one of us doesn't go with him, we'll all freeze. There's no cell phone service up here and Tim needs help. He's been unconscious for over 20 minutes now and he needs to get to a hospital. One of us should go with this guy.

Life: What? Are you crazy? No way am I going to trust a guy with a gun. He could be a lunatic for all we know, and we're in the middle of nowhere.

Melanie: I know you're from the big city, Life, and everyone's a potential serial killer, but deer hunters are pretty common in Vermont. The point is, this guy can get one of us to camp or back to the closest town. We can't just sit here in the middle of nowhere and **endure** this freezing cold.

Life: Hey, Azura? You're the big trekker. Can't you find your way to the camp? I mean you've hiked Machu Picchu how many times?

Azura: A lot—but this is my first time in Vermont. I just flew in from Peru today. Don't ask me what to do!

Melanie: Well, I'm from Vermont and I don't think it's safe for any of us to try to make it to the camp on our own. We'd need to go together. So, I say we either all stay here with Tim, or we get this guy to take Tim to **refuge**, and we try to make camp together.

Azura: Tim has head and maybe neck injuries. It may be dangerous for him to be bouncing around in this man's strange little vehicle.

Life: So, somebody has to stay here with Tim, and someone has to go with this guy, or we try something on

our own. But what if we get lost? I mean, really lost? How much food do we have? How much water? How long will we be able to **endure** if we get trapped somewhere?

Melanie: First off, you've got me, and I know how to **navigate** these mountains. No one else here does. I made it through Hurricane Irene, and I can make it through this. Plus, I've got a compass and flashlights and food and water that'll sustain us for up to 12 hours.

They hear a series of loud knocks on the van's door; they all jump.

Tine: Have you made up your minds? I'm freezing out here, and it's just going to get colder. You've got some decisions to make, people. I'm heading up to a hunting cabin about an hour away, and I can drop you off at the nearest town. But I need to go now. My 15-year-old son's meeting me up there, and I told him I'd be there by now. I've got room on the four-wheeler for one person. Who's coming?

Life: Where did you say you were from anyway?

Tine: Listen, kid, for the third time—my name's Tine. I'm originally from Montana, but I moved to New Jersey a few years ago for work. I come up to Vermont every year to do some hunting. You've got more than a few **obstacles** here: You're in the middle of nowhere; you've got no way to communicate with anyone; and you have an unconscious driver. You need my help. So, either you trust me, or you spend the night alone in the cold and dark. I'll leave you to make a decision. You've got two minutes.

(He leaves the van.)

Reader's Theater

Azura: Melanie, you're from around here, and I've just met you all today, but I have to trust you because I don't know anything about this place. My parents told me to be careful here, but I don't think they ever imagined this. Why shouldn't we trust this Tine guy? He looks nice to me, even with the gun.

Life: I don't think it's safe for either one of you to go off with a stranger so maybe I should go. I have a knife in case he tries anything. I'll protect myself if he decides to take me to his special hunting cabin instead of the nearest town. I wonder if he even has a kid.

Melanie: You're really paranoid aren't you, Life? How and when did this persecution complex develop? You could also give me the knife and let me go since you're so scared.

Life: Get off my back! I didn't want to come to this insane survival camp in the first place. Why did I ever leave New York City? Now I'm stuck in the middle of nowhere with a man with a gun, two girls who aren't helping, an unconscious camp counselor, and a van that won't run because we crashed headfirst into a tree. Suddenly, I'm having visions of my own mortality, okay?

Azura: Let's all calm down, por favor?

Tine knocks on the door again.

Tine: What's the decision? I *really* have to get going! It's snowing and the roads are getting worse. So, what's the final word, people?



TURN AND TALK

What decision should the campers make? Should they trust Tine?

▶ 1990: Gabriel and Aluel Flee Fathai

The Trek: We are refugees!



Aluel and Gabriel had no time to think. They saw smoke and fire in Fathai, and heard screams in the distance. Some boys ran past them shouting at them to seek **refuge** in the forest. Aluel and Gabriel followed the boys and ran for their lives.

At the edge of the forest, seven children from Fathai huddled together. A tall boy named Daniel advised going deeper into the forest to hide from the soldiers. The **ecology** of the forest was different than the grasslands of the savannah. It was thick with bushes and baobab trees. They had to walk slowly, watching out for **obstacles** like vines and fallen trees.

When the children **emerged** into a small clearing among the trees, they sat down to rest. The little group of **refugees** consisted of six boys and Aluel. Gabriel was the youngest of the group at 8, and Daniel the oldest at 15. Soon, the **refugees** realized they needed a plan and resources if they were going to **endure**.

One of the older boys said they needed to wait until the next day before they moved anywhere. That meant staying through the night in the forest. While the forest provided protection from the attacking soldiers, it also presented many dangerous **obstacles**. Wild animals like hyenas and lions could come along. The mosquitos would make sleeping miserable, and their bites often carried a deadly type of malaria.

The children knew that if they were going to survive, they had to help each other. As the evening approached, they shared what little water and food they had. Two of the boys had spears, so they stayed up to guard the group. But none of them could sleep. The sounds of the forest were frightening, and being on their own without their parents' protection was terrifying. Aluel moved closer to Gabriel and put her arms around him.

The group woke early to the sounds of birds and bright sunshine **emerging** through the forest cover. It was time to move. They were hungry, but there was nothing they could eat. Daniel thought they should go east toward the rising sun. He remembered that his uncle Marial had told him about a place called Ethiopia, where **refugees** went so they would not be **persecuted**. It was far, and Aluel wondered how they would sustain themselves on a long trek through unknown lands. But going back to Fathai seemed even more dangerous. The group listened to Daniel and nodded silently in agreement. Then they got up and started walking.

Soon, they reached open savannah. Even though it was early in the morning, Aluel could tell the day was going to be hot. Food and water were on everyone's minds. As they started walking toward this place called Ethiopia, Aluel looked back and saw vultures circling the sky near their village. Vultures meant death. She fought back tears and headed east toward uncertainty.

 **TURN AND TALK**

What were the dangers and **obstacles** that Aluel and Gabriel's small group had to confront when they fled their burning village?

Obstacles

With a partner, compare and contrast the **obstacles** that the teenagers from the Reader's Theater and the children from "The Trek" encountered on their journeys by filling out the T-chart.



Vermont Mountains



Sudanese Forest

 TURN AND TALK

Compare your list of **obstacles** for both situations with another group's list.

Historical Timeline of the Sudanese Conflict

Below is a historical timeline of events in the history of Sudan. Each event is described briefly, and accompanied by a newspaper headline that might have appeared at the time of the event. Newspaper headlines are meant to give readers a quick summary of the most important news—to provide the main idea. Of course, the way a headline is written can influence the way we interpret the story!

NORTHERN AND SOUTHERN SUDAN UNITED UNDER ONE GOVERNMENT
The Sudan region is ruled by Great Britain and Egypt. The British decide that northern and southern Sudan will be ruled as one country, even though the two regions have different languages, religions, ethnicities, and **ecologies**.

NORTHERN AND SOUTHERN SUDAN IN ARMED CONFLICT
A civil war breaks out between the north and the south, largely because of the perceived favoritism toward the north.

AGREEMENT REACHED IN SUDANESE CIVIL WAR
After **enduring** 17 years, the civil war ends. The south is promised more freedom and control over their resources and culture.

HOSTILITIES BETWEEN NORTHERN AND SOUTHERN SUDAN BREAK OUT—AGAIN!
A second civil war begins. Many believe the war is because the central government in Khartoum wants more control over the **emerging** oil revenues. The Sudan People’s Liberation Army (SPLA) forms and leads a rebellion against the largely Muslim north, seeking more control over their resources and an end to the persecution of the largely Christian south.

NORTHERNERS SOLIDIFY POWER IN SUDANESE GOVERNMENT
The British leave Sudan. During the transition to independence, a new parliament is established, but the people in southern Sudan are largely excluded from the new government. Of the 800 governmental positions, only 4 positions are given to southerners.

SUDANESE INDEPENDENCE!
Sudan officially becomes independent from Britain and Egypt. The capital is located in Khartoum, and northerners control the government.

OIL DISCOVERED IN SOUTHERN SUDAN!
Oil is discovered in southern Sudan, bringing a new source of wealth to the country.

REFUGEE CRISIS IN SUDAN
During the second civil war, more than 20,000 young boys and some girls are forced to flee for their lives when government forces attack and burn villages in southern Sudan. The “lost boys and girls” would **endure** incredible hardship walking to **refugee** camps in Ethiopia and Kenya.

1946

1953

1955

1956

1972

1978–1982

1983

1983–2005

Historical Timeline of the Sudanese Conflict

Go back to the brief reports of events in the timeline with their headlines. Rewrite two of those headlines from a northern or southern perspective.

Original Headline	Rewritten Version	
NORTHERN AND SOUTHERN SUDAN IN ARMED CONFLICT (1955)	<i>SOUTHERN SUDAN FIGHTS NORTHERN SUDAN FOR EQUALITY!</i>	<input type="checkbox"/> northern perspective <input checked="" type="checkbox"/> southern perspective
		<input type="checkbox"/> northern perspective <input type="checkbox"/> southern perspective
		<input type="checkbox"/> northern perspective <input type="checkbox"/> southern perspective



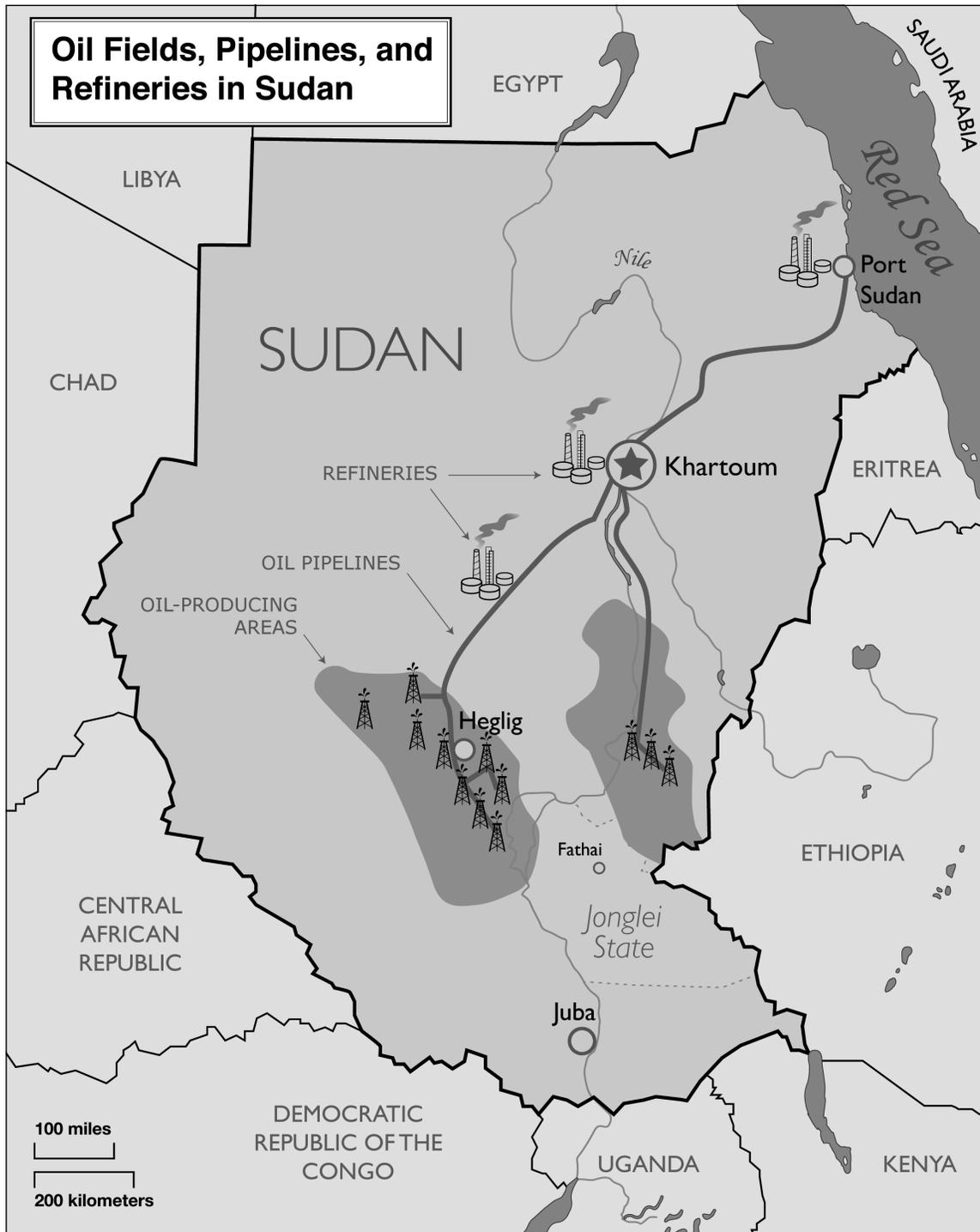
DISCUSSION QUESTION

What are the main sources of conflict between northern and southern Sudan? Can you think of other places where there are similar sources of conflict?

Sources of Conflict

Oil Reserves

Look at the map below with a partner. Locate the areas where the oil fields, oil refineries, and pipelines are primarily located, then discuss the questions that follow.



TURN AND TALK

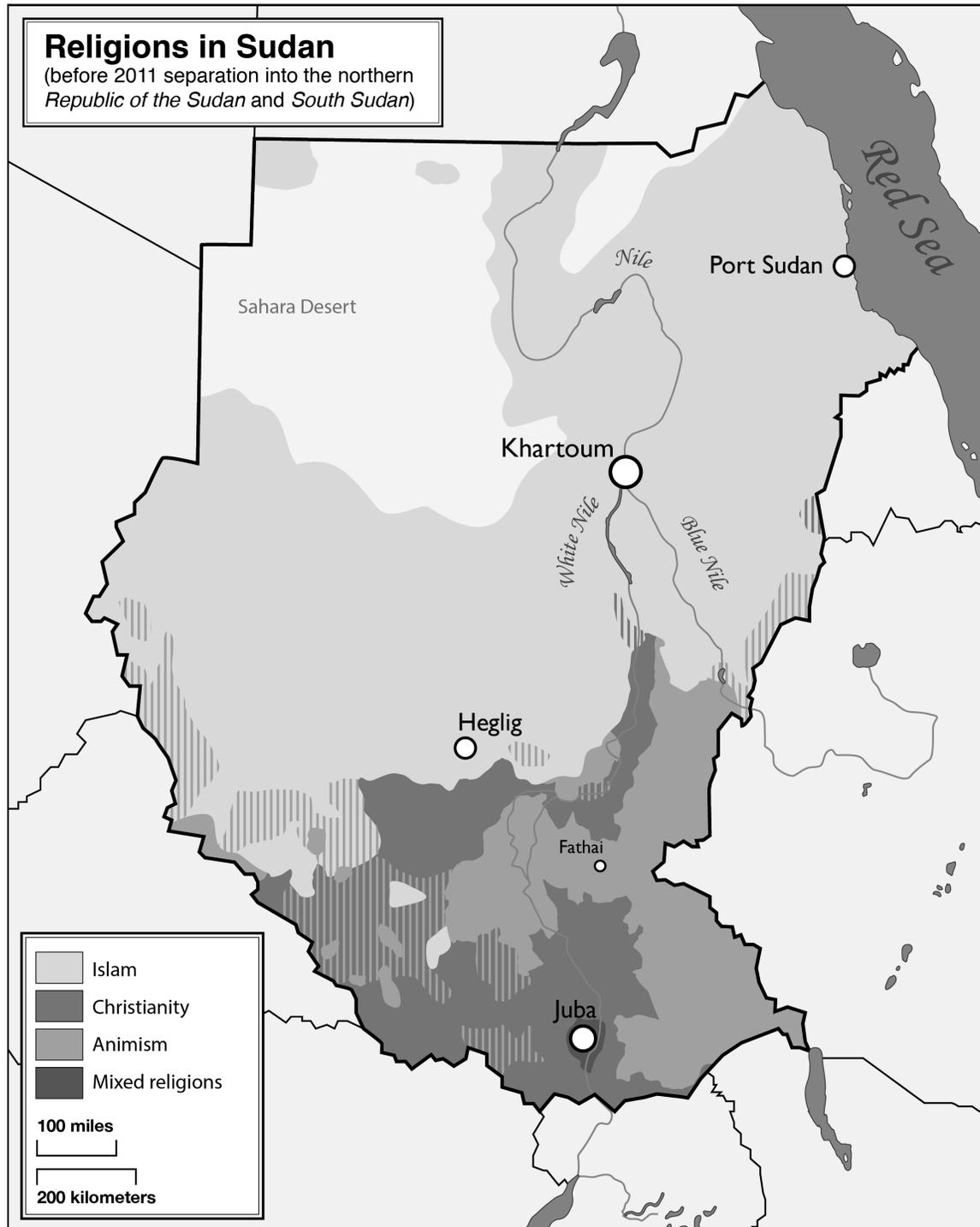
Trace the oil pipelines.

What are they for? Why are they needed?

Sources of Conflict

Religion

The map below shows how religions were distributed in Sudan before 2011.



TURN AND TALK

If the goal is to minimize religious conflict, where should the border between northern and southern Sudan be drawn?

Maps Are History!

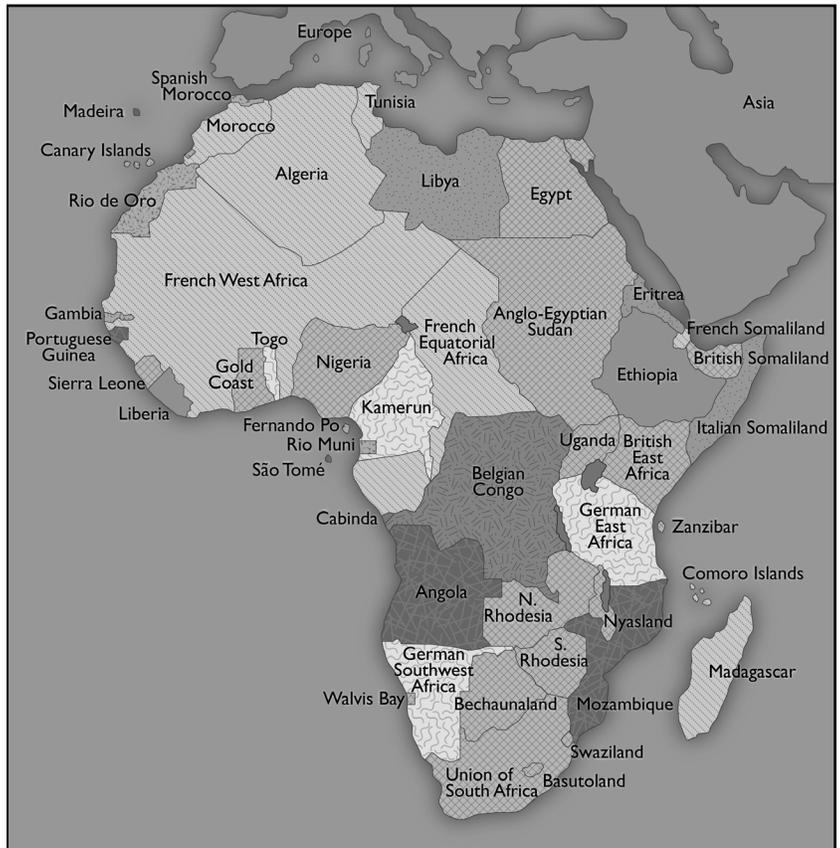
TURN AND TALK

Look at the names of the countries in these two maps of Africa, one from 1914 and the other from 2010. What do you notice?

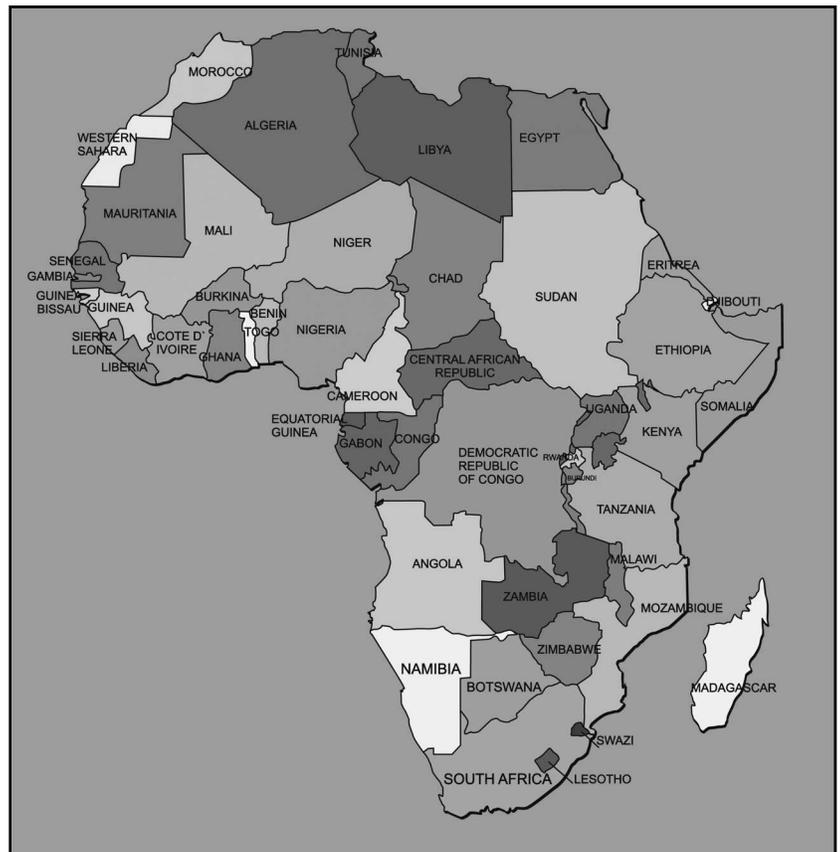
With your partner, compare the two maps on this page. What are the current names of these former European colonies?

1. Italian Somaliland
2. British East Africa
3. Belgian Congo
4. German East Africa
5. French Equatorial Africa
6. Anglo-Egyptian Sudan
7. Spanish Morocco
8. South Rhodesia

Africa in 1914



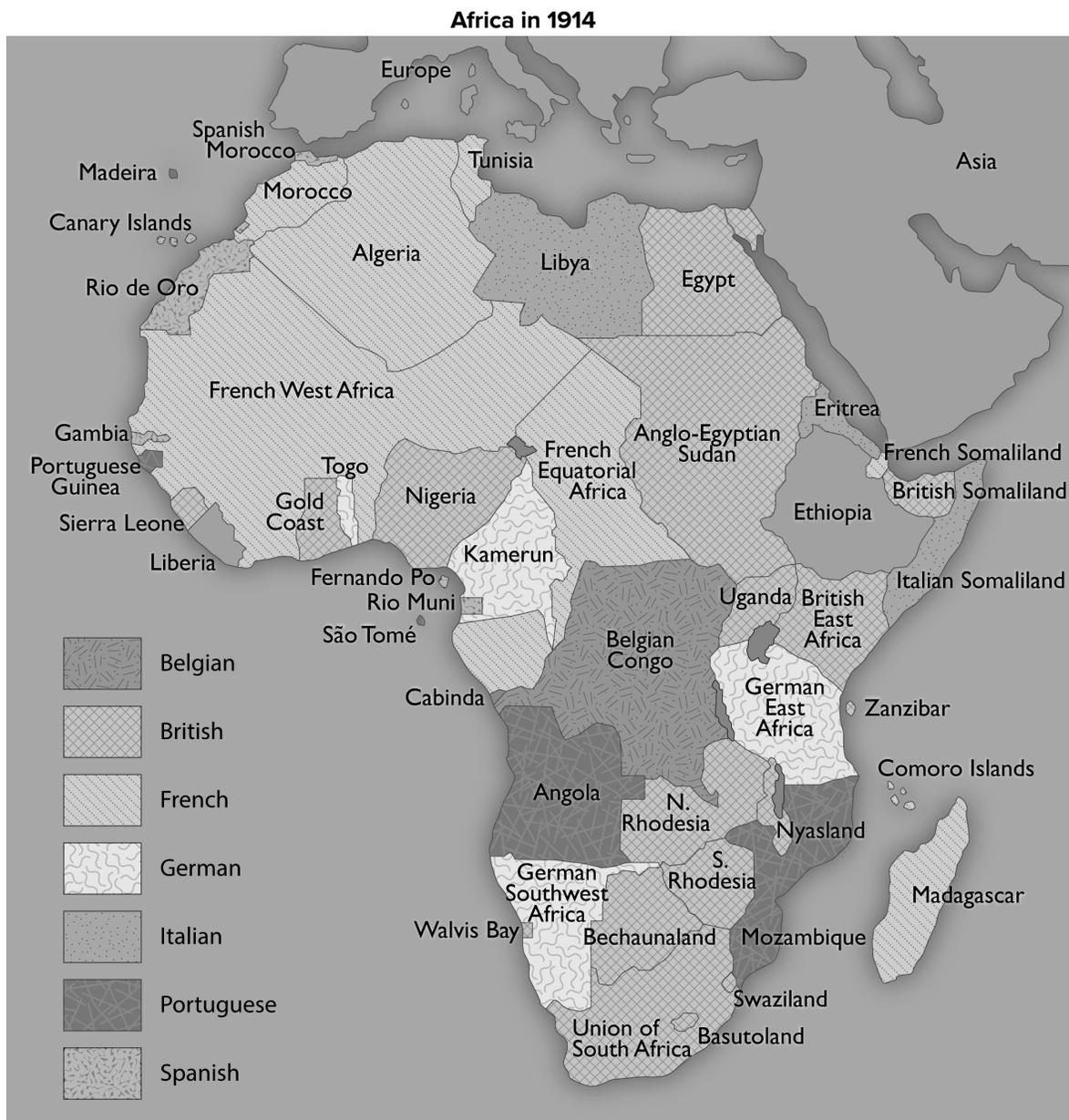
Africa in 2010



Colonization

Look at the 1914 map of Africa below. The legend shows that almost the entire continent, even parts with African names like Nigeria and Uganda, were colonized, or claimed, by European countries. Only Ethiopia was never colonized. European nations established governments in their African colonies, sent settlers to start farms, ranches, and mines, and exploited the native populations for hard labor. Europeans got rich from the colonies, while the natives **endured** oppression. In many places, the Europeans’ mining, logging, and big game hunting also threatened the local **ecologies**.

When European powers divided up the African continent in the late 1800s, they often ignored traditional boundaries, putting national borders between members of a tribe while merging into one nation groups that were very different. For example, the northern Sudanese were more like Egyptians – Muslim and Arab – while southern Sudanese were more like sub-Saharan Africans – Christian or animist and black. Thus it was perhaps not surprising that combining these two groups under a single government would not be easily **sustainable**.



TURN AND TALK

Is it desirable to create national borders so as to separate groups that differ in religion, race, or ethnicity? What are the advantages and the disadvantages of diversity within nations?

▶ 1990: Aluel and Gabriel Race Toward Refuge

Navigating the Unknown: Ecological Dangers



It had been three weeks since Aluel, Gabriel, and their five friends fled the attack on their village of Fathai. The group had **endured** a trek of more than 100 miles across all types of terrain without yet reaching Ethiopia. Daniel, who had **emerged** as the group leader, said it was not far. As they rested beneath a lone baobab tree on the edge of a desert region, Aluel thought back to all of the **obstacles** they had **navigated** so far.

After leaving the forest, they had walked into a large swamp known as the Sudd. The **ecology** of the Sudd was so different from Fathai – tall papyrus and aquatic grasses rather than grazing land. The Sudd was 200 miles wide and 250 miles long. Fortunately, December was the middle of the dry season, so the children only had to **navigate** knee-deep water and mud instead of deep swamp water.

Aluel shivered when she thought of how Peter, a younger boy in their group, was almost killed by a crocodile that suddenly **emerged** from the swamp's shadows. Then she brightened up as she remembered spearing fish in pools of water – food to sustain them.

During their journey, they encountered the people of the Nuer region. The Nuer's culture was similar to the Dinka's, the ethnic group to which the children belonged. The Nuer they met lived on "floating islands," which were areas of dense reeds where they built small huts. Some Nuer gave them water and told them the best ways to **navigate** the swamp. Others just ignored them or looked at them suspiciously.

While in the Sudd, the children traveled during the day and slept on patches of dry land at night. But when they finally reached the dry land of the savannah, they decided to travel mostly at night. It was cooler at night, and Daniel knew how to **navigate** by the stars. Also, they would not be seen by the pilots of the planes and helicopters sent from the government to bomb and shoot the Dinka and Nuer peoples. For food, they ate leaves and berries. Still, there were dangerous **obstacles**. Lions and hyenas roamed the savannah.

After several nights, Aluel noticed that the land was becoming drier and the grasses were gradually disappearing. They were now in the desert, where water, food, and shelter were scarce. Fruits from desert bushes kept the group alive, but just barely. One boy **endured** poisoning from a scorpion bite, and all the children were feeling ill and tired.

Suddenly, the children heard voices. Gabriel and the other boys in the group surrounded Aluel in a protective circle. They had heard that bandits kidnapped Dinka girls to sell them into slavery. Fortunately, the men who **emerged** from the dust were members of the SPLA, southern Sudanese rebels fighting for freedom and control over their homeland's natural resources, especially oil and cattle. The soldiers asked where the group was from, then shared their own stories. They too were Dinka, fighting to stop the persecution of their people. The rebels gave the group some of their own food and water, and told them to keep traveling east – Ethiopia was not far away. For the first time in weeks, the children felt hope, and that was enough to sustain them for the walk ahead.



Session 3

obstacle • refuge • persecute • endure • emerge • navigate • sustainable • ecology

Compare and Contrast

Resources and Obstacles Presented by Different Ecosystems

During the trek to Ethiopia, Aluel and Gabriel's group crossed three distinct ecosystems. Fill in the chart below to compare the resources and **obstacles** presented by each ecosystem and to better understand the group's **endurance** during their trek.

Ecosystem	Resources for Survival (Food, Shelter, Water)	Obstacles to Survival
Sudd		
Savannah		
Desert		

More About the UN Declaration of Human Rights

In Unit 1, you learned about the first four articles of the United Nations Universal Declaration of Human Rights (UDHR). In this activity, you will explore five more articles (points or stipulations) in the UDHR. As you continue to read about Aluel and Gabriel’s journey and the **obstacles** that they face, think about these articles and how they were violated.

Read the articles below. Those on the left side are quotes from the UDHR. Those on the right are simplified versions of the articles, in a different order. Draw a line from each UDHR article on the left to its simplified version on the right. One example has been done for you.

Universal Declaration of Human Rights, Articles 5 through 10



Universal Declaration Articles

Simplified Versions

Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.

Everyone has the right to recognition everywhere as a person before the law.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law.

Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Nobody should be held by the police, put in prison, or sent away from their country unless they have violated the law, and there is evidence proving so.

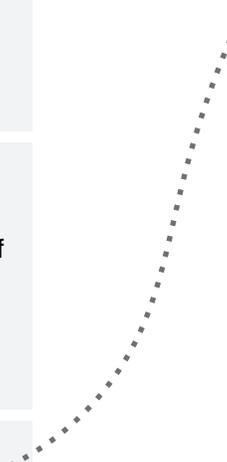
Everyone should be able to have a trial when the rights in a person’s country are not respected.

STUDENTS: Which article is missing? Find it and write a simplified version:

If a person is put on trial, the trial should be public. The judge and jurors in the court should not let themselves be influenced by others.

Everyone should be legally protected in the same way everywhere.

Laws are for every person. Everyone should be recognized by the law.



▶ 1991: At the Sudan-Ethiopia Border

At a crossroads: Who should we trust?



The seven children made it to the border of Ethiopia, starving and exhausted. Some had **endured** bouts of malaria and other illnesses. They found hundreds of other Dinka boys and girls waiting at the border. Many had walked even farther to escape the violence in their homeland.

Now they faced one final **obstacle**. They had to cross the Gilo River, which separated this part of Sudan from Ethiopia. They risked death by swimming across the river because of hidden currents and crocodiles. Many of the **refugees** did not know how to swim, and the river was hundreds of yards wide.

They had been told the Pinyudo **Refugee** Camp was right across the river and could safely sustain new **refugees** like themselves. Gabriel and Aluel had fled persecution and reached the border crossing. Now they wondered whether they could **navigate** this one last **obstacle**.

The seven children sat near the river to discuss their dilemma. A local Nuer fisherman overheard them talking. He offered to take them across in his boat, but only if they left Aluel with him as payment. Gabriel protested, but the fisherman pointed out that the Nuer and the Dinka had similar cultures, and both peoples had been **persecuted** by the northern government. He also reminded the group that there were crocodiles and treacherous currents in the Gilo River. Crossing was dangerous, even for fishermen like him who knew the river well. He said he could not take the risk unless they promised him Aluel. The fisherman assured them that she would be safe with his family and treated like one of his own children. He said he had taken in many “lost girls” over the years, some into his family and others placed with relatives. He told them to take some time to think about it, but he would need their answer in the morning.

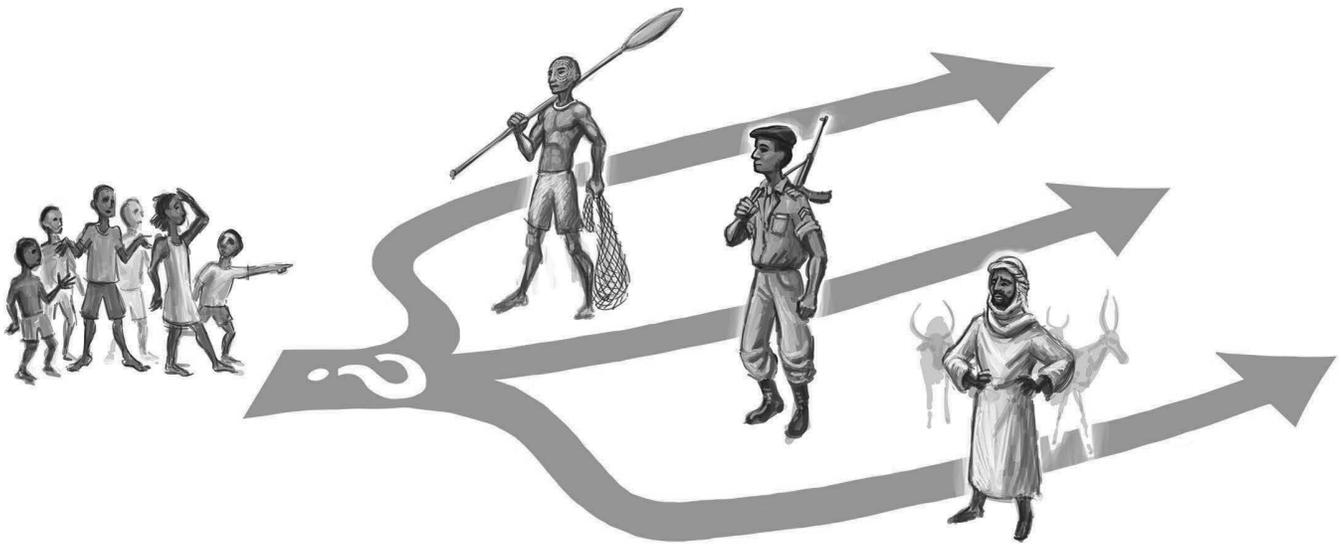
A short time later an SPLA soldier came by and heard them discussing the fisherman’s offer. The young soldier said they would be fools to trust the fisherman. Besides, he added, it was the SPLA’s duty to keep the Dinka children safe. He said he was only 18, but he had been a freedom fighter for three years. The northern forces had killed his family, he said, and burned his village to the ground. He had joined the SPLA to get his revenge and to drive the Northerners from his homeland for good. He offered to guide the children across, but he could only take two. He would ask fellow SPLA soldiers to take the others. That meant that they would have to be separated for a time. The soldier would leave the group with some food and supplies, but they would have to choose quickly who went first because he was ready to swim them across. The children did not want to be separated but said they would consider the offer.

Later in the afternoon, an old Baggara cattle herder approached them and offered them water from his gourd. The Baggara were Arabs from the north. Gabriel and Aluel had heard stories about how some of the northern Arabs had helped the government capture Nuer and Dinka children, so at first they were afraid of the Baggara herder. It was hot though, and the children were thankful for the water. The herder was friendly. He told them what he had seen while grazing his cattle along the river—crocodiles hungrily watching his herd, SPLA soldiers stealing from the Muslims, and young, frantic **refugees** trying to swim to the other shore. The cattle herder proposed a solution to their dilemma: The herder needed an assistant to help him look after his herd. His gaze settled on Daniel, the oldest and strongest among them. If Daniel stayed with him, he said, he would guide the group across the river safely.

The group huddled together to quickly debate their options; they had to **navigate** their way out of this terrible dilemma. What should the children do?

Debate

Whose offer should the children take?



Gabriel, Aluel, and Daniel are not sure what to do. Working with a partner, explain the advantages (pros) and disadvantages (cons) of each choice from one of the children’s perspectives.

Choose a perspective: Gabriel Aluel Daniel

	Pro	Con
Nuer Fisherman:		
SPLA Soldier:		
Baggara Herder:		

Writing

“One Day We Had to Run”

Mac Anyat, aged 17, painted this picture while at a **refugee** camp. He wrote these words as he described how the children tried to survive crossing the Gilo River:

"It was terrible. People shouting, screaming: 'Run, swim, go, go!' Where was my friend? He was taken by the river. Nobody was anybody's friend. How can you be a friend when people are shooting at you and the river is going whoosh – and you have to go in that river? The bang, bang and whoosh, whoosh made my mind go dead and I don't remember who was there, who died, what happened."



Refugee child's painting from the UNHCR-Save the Children book entitled "One Day We Had to Run." © UNHCR. Used with permission.

TURN, TALK, AND WRITE: With a partner, describe what you see in Mac Anyat’s painting of the crossing of the Gilo River. Write down your impressions.

Overcoming Obstacles, Building Reconciliation

Manute Bol

Manute Bol, one of the tallest NBA basketball players of all time, was born in Turalei, Sudan. He was the son of a Dinka tribal elder. After **emerging** as one of the best (and tallest) basketball players in southern Sudan, Bol played basketball in Khartoum, northern Sudan. While living in Khartoum, Bol **endured** racial attacks because he was from the south. A coach from a U.S. university saw him play in Khartoum and convinced him to come play for his team. Subsequently, after college, Bol played for the NBA from 1985 to 1995.

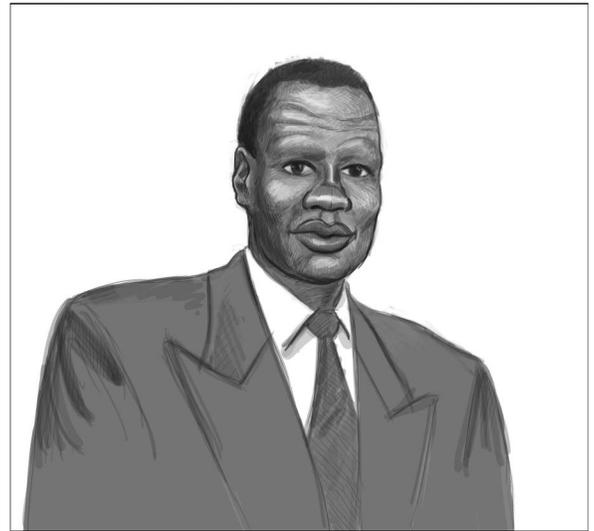
Bol was a humanitarian and spent much of his NBA earnings on supporting his war-torn country of Sudan. Bol established the Ring True Foundation, which raised money to help **persecuted** Sudanese find **refuge**, and gave almost \$3.5 million to their cause.

Bol became involved in the Sudan Freedom Walk in 2006, a three-week march from the United Nations headquarters in New York City to Washington, D.C. The Sudan Freedom Walk was organized by Simon Deng, a former Sudanese swimming champion and a friend of Bol's in the United States. As a boy, Deng had been held as a slave in Sudan for three years, starting when he was nine years old. The 2006 Sudan Freedom Walk focused on finding a solution to the genocide in Darfur, a region in western Sudan.

Several years earlier, Bol had been seriously injured when a taxi he was riding in was hit by another car. Bol was thrown from the taxi and his neck was broken. Because Bol had given his money to Sudanese causes, he had no health or disability insurance. His friends contributed funds to support Bol until he died of kidney failure in 2010 at the age of 47.

Dr. Akec K.A. Khoc, the Sudan ambassador to the United States, attended Bol's funeral and remembered him as a man who always considered the suffering of his fellow Sudanese:

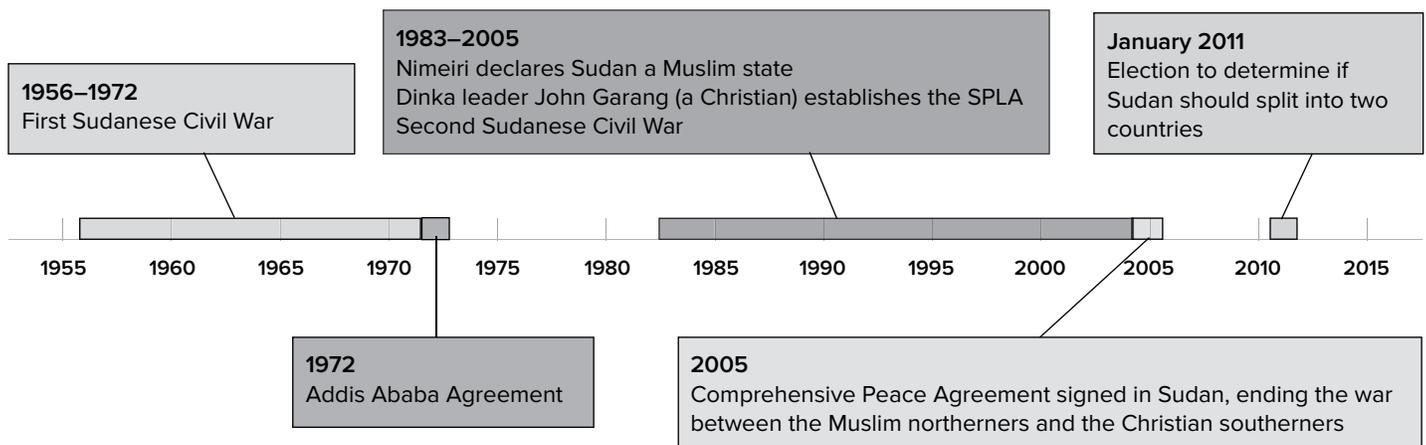
"Manute had a very great heart for his country and people. He did everything to support anybody in need of shoes, blankets, health service, food, and people who were struggling. He went to see them and to encourage them to continue their struggle for their rights, for their freedoms. Manute embodied everything we can think of in Sudan . . . Manute was a voice for hope."



Manute Bol, 1962–2010

TURN AND TALK

Below is a brief Sudanese history timeline. Above the line, add in the key events in Manute Bol's life, to see how his life intersected with the history of his country.



The Long Journey

During the trek, Gabriel and Aluel walked from their village in Fathai to the Pinyudo **Refugee** Camp in Ethiopia to seek **refuge** from persecution. The total distance was about 150 miles. Over the course of the journey, Aluel and Gabriel’s group had to **navigate obstacles**, such as unfamiliar **ecologies**, wild animals, and food scarcity.

Suppose that during Gabriel and Aluel’s journey, they spent an average of 8 hours sleeping, 8 hours resting and eating, and 3 hours walking slowly to find food (but not moving forward) each day. For the remaining 5 hours each day, the children walked towards Ethiopia. Use the following information to fill in the chart below, making sure to show your work in each cell.

Speed:

Slow walking speed = 1.5 miles/hour

Quick walking speed = 3.3 miles/hour

Energy:

Walking slowly: 120 calories/hour

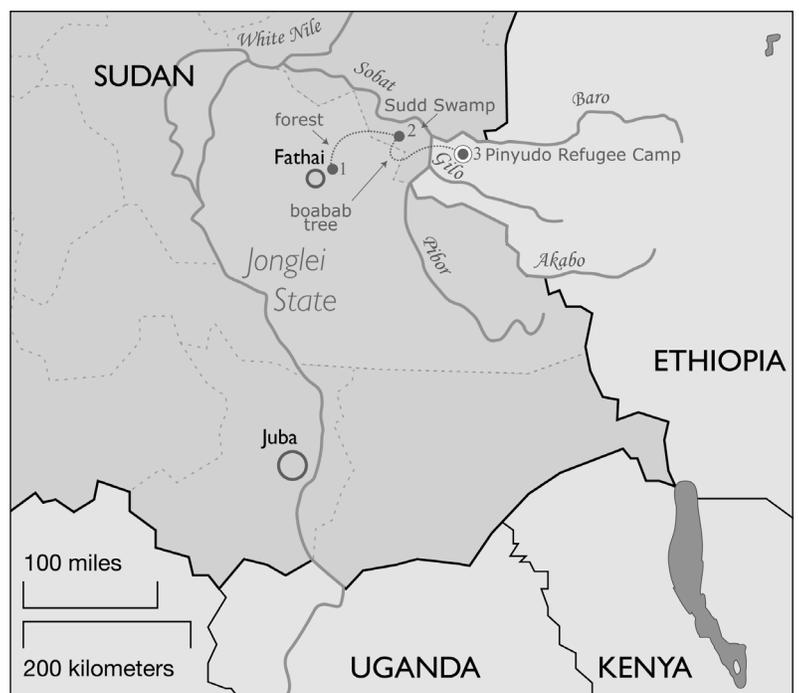
Walking quickly: 220 calories/hour

Resting or sleeping: 30 calories/hour

	Walking Slowly	Walking Quickly
How many days to travel 150 miles?		
How many calories burned per day (by one child)?		

DISCUSSION QUESTION

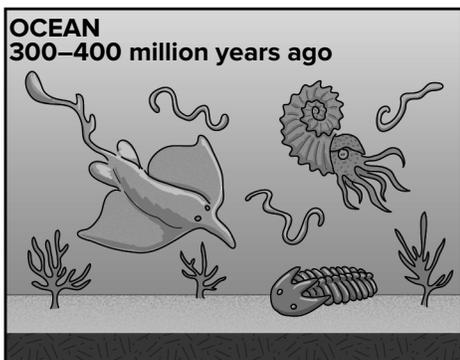
Some of Aluel and Gabriel’s group wanted to walk quickly and others wanted to walk slowly. What are some advantages and disadvantages of walking quickly? What are some advantages and disadvantages of walking slowly?



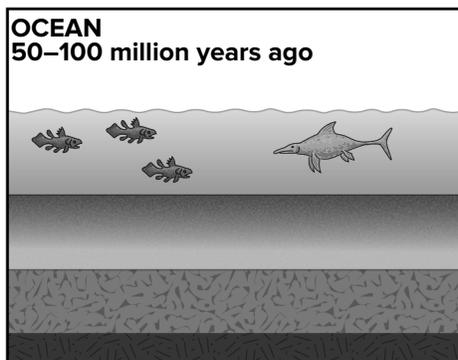
Sudanese Resource: Petroleum

Oil, petroleum, gas . . . what are they, where do we get them, and how do we use them? The word *petroleum* is Latin for “rock oil,” and refers to the combination of crude oil and natural gas found in the ground. For our purposes, oil and petroleum will refer to the same product. Look at the diagram below to see how petroleum is formed in the earth.

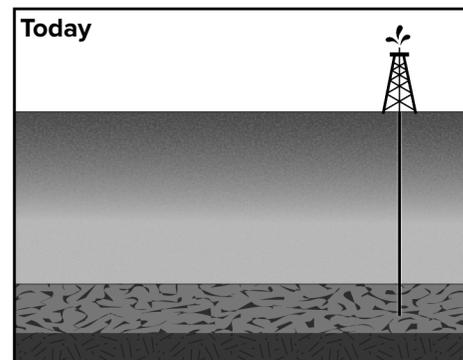
PETROLEUM & NATURAL GAS FORMATION



Tiny sea plants and animals died and were buried on the ocean floor. Over time, they were covered by layers of silt and sand.



Over millions of years, the remains were buried deeper and deeper. The enormous heat and pressure turned them into oil and gas.



Today, we drill down through layers of sand, silt, and rock to reach the rock formation that contains oil and gas deposits.

Why do we need petroleum? We all know about putting gas in cars. But trucks, airplanes, and even mopeds use fuels made from petroleum as well. We also use oil or gas to heat our houses by burning it in furnaces or using it to generate electricity for heat.

We might not realize, though, how much petroleum is used in other products. Plastic, ink, aspirin, tires, erasers, makeup, and laundry detergent all contain petroleum products.

How do we get petroleum? Petroleum is formed underground, deep in the earth or under the seabed. The only way to get it is to drill down to where it is, insert pipes, and pump it up. Deciding where to drill requires a knowledge of geology – certain kinds of rocks indicate that petroleum deposits are likely to be present.

What actually comes up the pipes? The dark, smelly liquid that **emerges** from the ground is called *crude oil*. (*Crudo* means raw or uncooked in Spanish and Italian. When applied to oil, crude means unrefined. It can mean that when applied to people too!) Crude oil needs to be processed at a refinery into gasoline or other products.

How does the crude oil get to the refinery? Sometimes refineries are built close to the oil fields, but sometimes they are far away. In that case, the crude oil is transported in tanks carried by trains or boats, or through a pipeline, to the refinery.

Then what happens? After the petroleum has been refined, it is sent to where it will be used, again by train, boat, or pipeline. Often, as in the Sudanese region, a pipeline takes the oil to a port, where it is loaded onto tankers. The tankers then **navigate** to other ports where the oil can be sold.

Why is petroleum important to South Sudan? Petroleum is worth billions of dollars, and it is South Sudan’s major product. The government gets all the oil profits, which account for 98% of the government budget. Unfortunately, the only pipeline through which South Sudanese oil can reach markets goes through Port Sudan, which charges for every barrel that passes through (see map on page 9). The oil in South Sudan has been a recurrent source of conflict; the Comprehensive Peace Agreement stipulated that oil revenues would be shared, but disputes arose when oil prices fell, and fighting in the south has reduced output.

Where does Sudanese oil go? Chinese investors have invested heavily in the Sudanese pipeline and refineries. A very large amount of South Sudan’s oil goes through the pipeline to Port Sudan and then is exported to China.

Is reliance on petroleum safe and sustainable? It takes millions of years for crude oil to form. The United States uses almost 20,000,000 barrels of petroleum per day, and China uses about 10,000,000. Experts know that reliance on petroleum is not **sustainable** and are exploring other energy options, including natural gas and solar, wind, and hydro (water) power. Additionally, these experts contend that the extraction, transportation, and use of petroleum has caused a great deal of ecological damage around the world.



DISCUSSION QUESTIONS

What are the major **obstacles** a country faces in getting its oil to market?

Consider five ways your life would be different if petroleum products were scarce.

Examining the Focus Words Closely

SoGen Unit 7.2

FOCUS WORD OR *RELATED FORM	DEFINITION	SAMPLE SENTENCE	 TURN AND TALK
obstacle (<i>noun</i>)	something that prevents progress or makes progress more difficult	An empty wallet was no obstacle to Renee and her need to wear the latest fashion. She learned how to turn her old clothes into new and unique designs.	<i>Is fast food an obstacle to being healthy? Explain your answer.</i>
refuge (<i>noun</i>)	a place that provides shelter or safety from danger	Andres and Shelly found refuge from the heavy rain by ducking into the entrance of a train station.	<i>What might be a good place to find refuge from a tornado?</i>
* refugee (<i>noun</i>)	a person who has left his or her home to escape unfair treatment or dangerous conditions	After the tsunami, thousands of people who lost their homes became refugees in their own country.	<i>Besides food, shelter, and water, what other things would help a refugee to feel comfortable in a new place?</i>
persecute (<i>verb</i>)	to treat badly, especially because of race or religion	Sierra’s parents had been persecuted for being of a different religion in her home country. They were able to practice their religion freely when they migrated to the United States.	<i>When someone is persecuted, should they fight back or flee?</i>
endure (<i>verb</i>)	to push through despite suffering and hardship; to last (for a long time)	Pablo endured many years of teasing and bullying before he broke his silence in a short story that he read aloud to the class.	<i>How long could you endure a room of crying babies?</i>
* endurance (<i>noun</i>)	the ability to perform in a stressful or difficult situation	To increase their physical endurance , the members of the cross-country team ran an additional half mile each day.	<i>Who has better physical endurance, dancers or basketball players? Explain.</i>
emerge (<i>verb</i>)	to become visible, known, or important	In the 2012 presidential election, Latino voters emerged as a major voting force.	<i>Of the musical artists that have emerged in the past year, which is your favorite? Why?</i>
navigate (<i>verb</i>)	to plan and follow a route	Cherise navigated her way from the top floor to the bottom floor of her new school and finally found the cafeteria.	<i>How do you navigate the internet to find the information you want?</i>
sustainable (<i>adjective</i>)	able to continue at a certain level	Even though Anthony liked running every day, he feared that his exercise routine would not be sustainable once school started.	<i>Is it more environmentally sustainable to ride a bike or take a public bus? Explain your answer.</i>
ecology (<i>noun</i>)	the relationship between living things and their environment	To better understand our ecology unit, we took a field trip to the park and learned about how insects, small animals, and trees all depend on each other.	<i>How does littering affect the ecology of a park? Explain your answer.</i>