

## Close Reading Guide: “The ‘Lost Girls’ of Sudan”

### (For Teacher Reference)

#### Purpose and Notes

- The purpose of this close read is for students to trace the way the author develops the two central ideas of the article. Students will use information from this article in the writing of their end of unit assessment as they answer the question, “How has the author of *A Long Walk to Water* used or altered history in the novel?”
- The article has been modified to exclude most of the section “Living in Fear.”
- For the sake of time, the teacher first reads aloud the text. After the text is first read aloud by the teacher, students are prompted by the teacher to reread portions of the text as they answer text dependent questions.
- A note-catcher along with text-dependent questions provide an opportunity for students to determine the two central ideas by first drawing out the common details that are related to each central idea.
- Although there is a lot of challenging vocabulary in this text, this close read focuses only on words needed to understand the main idea and details of each section. Support with definitions of additional words as needed for basic comprehension.
- The vocabulary questions in this close read have been designed to reinforce the strategies introduced in previous lessons. Encourage students to make these connections and to use a wide range of strategies to understand key words and phrases.
- Continue to use discussion protocols (e.g., Turn and Talk, Cold Call, and total participation techniques) to engage all students in collaborative discussion about the text.

#### Full article

Excerpt of Text	Questions and Directions
Full article	<ul style="list-style-type: none"><li>• Read aloud the whole article as students read along silently. Ask: “What is this text about?”</li><li>• Invite students to Turn and Talk with a partner, and then cold-call students to share out.</li></ul>

	<ul style="list-style-type: none"> <li>Explain that now you will look closely at sections of the text in order to better understand the central idea of the article.</li> </ul>
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### Introduction

Excerpt of Text	Questions and Directions
“Just before the entrance of Kakuma refugee camp in the desert of Northern Kenya, a billboard proclaims ‘Women rights are human rights.’”	<ul style="list-style-type: none"> <li>Draw students’ attention to the first line of the article.</li> <li>Ask: “After reading the article once through, what do you think is ironic about the message on the billboard at the entrance to the refugee camp?” (The women of the camp are experiencing many violations of their human rights even though the camp’s message is promoting their rights.)</li> <li>Invite students to Turn and Talk, and cold-call on student pairs to answer.</li> </ul>
“But across the barrier, in the hot, teeming warren of huts and dust roads, 17-year-old Grace Anyieth has not seen much evidence of this slogan being put into practice.”	<ul style="list-style-type: none"> <li>Ask: “What is the author, Ishbel Matheson, telling us about the Lost Girls’ rights?” (Many of their human rights have been violated.)</li> <li>Invite students to write that under the heading “Central Idea 1” in the left-hand column of their note-catcher.</li> <li>Ask: “How does the author develop this central idea in the article?” (The author uses examples, stories, and quotes as details that show the human rights violations against the Lost Girls.)</li> </ul>
From, “In her foster mother’s compound...” to “...unpaid servant.”	<ul style="list-style-type: none"> <li>Tell students they will now read to find out details related to this central idea.</li> <li>Ask: “For example, after the author lists Grace’s chores of ‘cooking, cleaning, washing, fetching water from the distant stand-pipe, looking after her guardian’s children,’ what does she call Grace?” (an unpaid servant)</li> <li>Ask: “What is another word for “an unpaid servant”? (slave)</li> <li>Display and direct students’ attention to the note-catcher, and model the first detail in the left-hand column by writing, “unpaid servant (slave)—cooking, cleaning, washing, fetching water, watching children”</li> </ul>

## “Valuable Brides”

Excerpt from Text	Questions and Directions
<p>“In a place where poverty is rampant, young women are a valuable commodity.”</p>	<ul style="list-style-type: none"> <li>• Ask: “What do you think the word <b>commodity</b> means?” (an object that can be bought and sold) What words in the text helped you figure out what <b>commodity</b> means?” (poverty is rampant)</li> </ul>
<p>“Sudanese leader, Gideon Kenyi, says, ‘The issue of dowries had become a priority to the people who are owning the girls. They see the girls as a way of generating wealth, by marrying them or by giving them to someone rich.’”</p>	<ul style="list-style-type: none"> <li>• Ask: “What does the word <b>dowries</b> mean?” (exchanging money or gifts for marriage of a young girl) What words in the text helped you figure out what <b>dowries</b> means? (generating wealth by marrying them)</li> <li>• Invite students to Think-Pair-Share: “In your own words, what is this section about?”</li> <li>• Invite students to work with a partner to identify and record on the note-catcher the different human rights violations the women are experiencing.</li> <li>• Gather students together to share what they have found. Display the note-catcher, and record the following details: <ul style="list-style-type: none"> <li>– “unpaid servant”—cooking, cleaning, washing, fetching water, watching children</li> <li>– unable to continue education</li> <li>– at risk of being sold off and married off in spite of her wishes</li> <li>– seen as a way of generating wealth</li> </ul> </li> </ul>

**“New Start”**

Excerpt of Text	Questions and Directions
<p>“New Start” section of the article</p>	<ul style="list-style-type: none"> <li>• Share with students that they are now going to take another look through the article to identify a second central idea and the details that develop it.</li> <li>• Ask: “After reading the article a few times, what do you think the second central idea might be?” (The Lost Boys and Lost Girls have been treated differently.)</li> <li>• Invite students to Turn and Talk with their partner.</li> <li>• Call on student volunteers to see what they come up with. If students identify that the Lost Boys and the Lost Girls have been treated differently, invite them to write that on the top of their note catchers under “Central Idea 2.”</li> <li>• Ask: “What are some of the details the author uses to support the main idea of this section?” Refer to the Close Reading note-catcher provided for sample responses.</li> <li>• If this does not come up, read a few lines from the “New Start” section of the article to provide a clue to identifying a second central idea: “It was an epic march, which captured the attention of the world. But while many of the boys—who became known as the ‘Lost Boys’ were resettled in the United States, the girls’ claim for equal treatment was overlooked.”</li> <li>• Ask: “Now that you’ve heard this section again, what do you think the second central idea might be?” (The Lost Boys and Lost Girls have been treated differently.)</li> </ul>

**Language Dive**

See **Language Dive Guide: “The ‘Lost Girls’ of Sudan,” Paragraph 10** (*For Teacher Reference*).

**“New Start”**

Excerpt of Text	Questions and Directions
Students work in pairs to engage in another reread of the article from the section “New Start” to the end of the article.	<ul style="list-style-type: none"> <li>• Tell students they will now work with a partner to identify and record on the note-catcher how the Lost Boys and the Lost Girls were treated differently.</li> <li>• Gather students together to share what they have found. Display the note-catcher, and record the following details: <ul style="list-style-type: none"> <li>– Boys kept together in a group.</li> <li>– Boys lived in villages in the camp.</li> <li>– Girls were placed with “protective” guardians.</li> <li>– Many of the boys were resettled in the United States.</li> <li>– About 3,000 of the girls have vanished off official records.</li> <li>– No hope for a better future.</li> <li>– Girls are dominated.</li> </ul> </li> <li>• Ask: “How does the author develop this central idea in the article?” (The author uses examples, stories, and quotes as details that show how the Lost Boys and the Lost Girls have been treated differently.)</li> </ul>

**Culminating Task**

Excerpt of Text	Questions and Directions
Culminating Task	<ul style="list-style-type: none"> <li>• Read the culminating task out loud. Briefly remind students that they have practiced quality summaries, so this is an opportunity to apply what they know. Briefly review the criteria for an effective summary.</li> <li>• Then invite students to write their summary on the bottom of the note-catcher.</li> <li>• Circulate, checking for understanding of the text and of strategies for writing a summary.</li> </ul>