



Monthly Featured Book

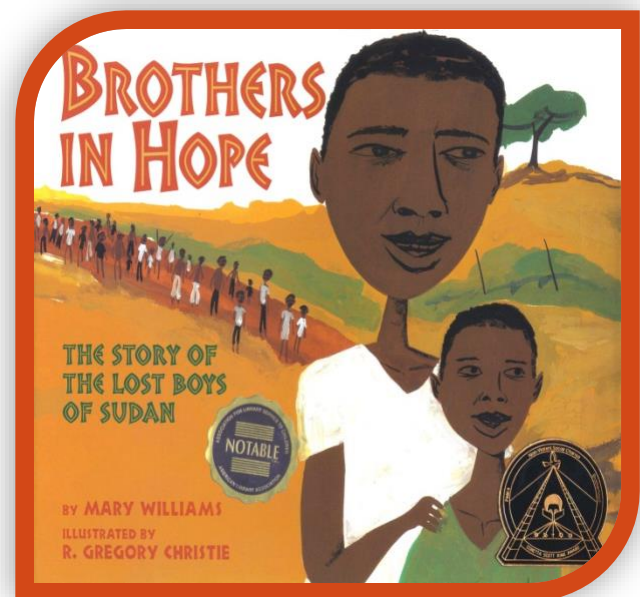
Presented by ADL's Education Division

About the Monthly Featured Book: This collection of featured books is from Books Matter: The Best Kid Lit on Bias, Diversity and Social Justice. The books teach about bias and prejudice, promote respect for diversity, encourage social action and reinforce themes addressed in education programs of [A World of Difference® Institute](#), ADL's international anti-bias education and diversity training provider. For educators, adult family members and other caregivers of children, reading the books listed on this site with your children and incorporating them into instruction are excellent ways to talk about these important concepts at home and in the classroom.

Brothers in Hope: The Story of the Lost Boys of Sudan

Mary Williams (Author), R. Gregory Christie (Illustrator)

Eight-year-old Garang is tending cattle far from his family's home in southern Sudan when war comes to his village. Frightened but unharmed, he returns to find everything has been destroyed. Soon Garang meets up with other boys whose villages have been attacked. Before long, they become a moving band of thousands, walking hundreds of miles seeking safety—first in Ethiopia and then in Kenya. Along the way, the boys faced numerous hardships and dangers but their faith and mutual support help keep the hope of finding a new home alive in their hearts. This story is based on real-life experiences of a band of approximately 30,000 southern Sudanese boys, between the ages of 8 and 15, who walked nearly 1000 miles searching for a safe refuge.



ISBN: 978-1584302322

Publisher: Lee & Low Books

Year Published: 2005

Age Range: 7–12

Book Themes

People and Identity, Refugees, Collaboration, Activism

Key Words

Discuss and define these words with children prior to reading the book. Do not focus on students' retention of all the words; instead make sure they understand the words enough to follow the story and remind children of their meanings as they come up in the book. You can also post the words and point out to students when they appear in the story. See also ADL's [Definitions Related to Bias, Injustice and Bullying for Elementary Age Children](#).

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|-------------|--------------------|------------|
| ▪ accept | ▪ pastures | ▪ Sudan |
| ▪ attacked | ▪ refugee | ▪ survival |
| ▪ dangerous | ▪ responsibilities | ▪ tutored |
| ▪ destroyed | ▪ reunited | ▪ wealthy |
| ▪ Ethiopia | ▪ struggle | ▪ worship |

Discussion Questions

Before reading the book aloud, ask pre-reading questions:

- What is the title of the book?
- What do you see and notice on the cover of the book?
- What do you think the book might be about?

As you read the book aloud, ask a few discussion questions periodically throughout the reading to check comprehension and keep the students engaged:

- How did Garang know his village was being attacked? (page 6)
- What are some of the decisions that the boys made as a group? (page 13)
- What is a refugee camp? (page 18)
- What happened when Garang and Chuti were reunited in the refugee camp in Kenya? (page 30)

After reading the book aloud, ask some or all of the following discussion questions:

- What is the story about?
- What are some words you would use to describe Garang? How did his personality change and develop throughout the book?
- Why did Garang's father say to him, "Your heart and mind are strong"? What does this mean?
- How do you think the boys felt when they realized their villages were being attacked and they couldn't go back?
- How did the boys work together to survive?
- How did the boys make some of the important decisions they had to make?
- What were some of the problems the boys encountered on their way from Sudan to Ethiopia and then from Ethiopia to Kenya?

- How did the boys overcome some of these problems?
- What did Garang and Chuti have in common?
- What was it like at the refugee camp?
- What did the boys learn in school in the refugee camp?
- Why did Chuti continue to be scared, upset and crying when he was on the truck on the way to Kenya?
- Why did Tom want Garang to tell Tom his story? How was that going to help others who were fleeing war?
- Have you ever been moved and influenced by hearing the story of someone who was going through a difficult situation?
- How did Garang feel when he found out that the United States was offering him and the other Lost Boys a home there?
- Why do you think Tom and others helped the boys?
- What do you think happened when Garang and his “brothers” went to the United States?
- Why do you think they are called “The Lost Boys of Sudan?”
- What do you think was the overall message of the book?

Extension Activities

Below are activities that you can do with children in order to extend the learning from the book.

1. Imagine and Draw/Write the New Few Pages of the Book

Remind students about how the book ended by re-reading pages 37–39. Ask: *What happened at the end of the book?* Explain that at the end of the book, Garang was twenty-one years old when Tom returned to the refugee camp in Kenya and told the boys that they will be going to the United States so they can have a permanent home. Ask students: *How do you think the boys felt about hearing they were going to the United States? What do you think happened when they got to the United States? What do you think may be positive and what may be challenging?* Have students imagine what would happen if the book continued for a few more pages. Instruct them to take their ideas and write and draw the next scene or two as they imagine it, using the style of the illustrator as much as possible. When completed, students can share their pages of the book with the rest of the class by posting them on the wall and doing a gallery walk. You can also invite parents/family members in for a whole class reading of the book and include the students’ additional pages.

2. Working Together

In the book, we see many examples of how the boys worked together and made decisions collaboratively in order to survive. Ask: *What are some examples in the book of how the boys worked together in order to survive?* Have students turn and talk to a person sitting next to them and come up with a list of ways in which the boys worked together throughout the book. Have the book available for them to check back to get specifics. Examples may include: leading groups of boys and traveling together, older boys “adopting” the younger boys, carrying the younger boys, finding food, crossing the Gilo River in Ethiopia, teaching each other at refugee camp, etc. After talking with a partner, have students share their examples aloud and record on the board/smart board. Then ask

students to reflect on a time where they had to work with another person or group of people in order to accomplish something important. Have them write a few sentences about this experience and then create an illustration or find an image online that goes with it. As a class, create a Power Point presentation with all of their experiences and images together. Afterwards, discuss the importance of collaboration.

3. Learn More about Refugees and Activism

Read the afterword of the book on page 40 which explains more about the Lost Boys' journey and the United States' resettlement of almost 4000 of them starting in 2000. Explain that there is a long history in the world of refugees and ask students: *Have you heard about refugees in the news recently?* Elicit and explain that hundreds of thousands of refugees from Syria have been leaving their homes in search of safety and assistance since the country's civil war began in 2011. The refugees have been fleeing war, violence and poverty—traveling at great lengths and great risk to survive. Several neighboring countries (Lebanon, Turkey, Jordan and Iraq) have taken in a total of 3.6 million refugees over the past few years. Recently, many have made their way to Europe, often through a dangerous boat trip on the Mediterranean from Turkey to Greece, which has resulted in thousands of deaths. The story made international headlines recently when a photograph of a drowned three-year old Syrian boy went viral.

Connect this to how Garang was urged by Tom to tell his story so that it could be shared with the world and that would make a difference. Consider providing students with photos from the [UNHCR](#), [The Guardian](#) and [International Business Times](#) in order to share information and build empathy (note: view them yourself first to assess if they are age-appropriate for your class). Explain that many countries in the world feel a sense of responsibility to do something about it, including taking in refugees and providing financial assistance, but some are doing more than others. Remind students about what Tom did in the book (provided assistance to the boys and arranged for them to come to the United States) and brainstorm ideas of what they can do about it, which may include: educating others, holding a fundraiser and donating money, writing a letter to an elected official, etc. If time permits, have students refine their ideas and work on one as a project.

ADL Resources

The following are curriculum and resources on refugees, social justice and activism.

Curriculum Resources

"Refugee Crisis in Europe: How Should the World Respond?," *Current Events Classroom*, www.adl.org/education-outreach/lesson-plans/c/refugee-crisis-in-europe.html.

"Social Justice Poetry," *Current Events Classroom*, www.adl.org/education-outreach/lesson-plans/c/social-justice-poetry.html.

"We Can All Be 'Kid President'," *Current Events Classroom*, www.adl.org/education-outreach/lesson-plans/c/we-can-all-be-kid-president.html.

"Who are the Children at Our Border?," *Current Events Classroom*, www.adl.org/education-outreach/lesson-plans/c/who-are-the-children-at-our-border.html.

Websites

Anti-Bias Education

www.adl.org/education-outreach/anti-bias-education

Provides training program offerings for pre-K through 12th grade school communities—educators, administrators, youth and families—which focus on the development of an inclusive culture and respectful school climate by addressing issues of bias and bullying.

10 Ways Youth Can Engage in Activism

www.adl.org/education-outreach/curriculum-resources/c/10-ways-youth-can-engage-in.html

Includes several ideas for bringing social activism into the classroom and outside of the school walls. These are lifelong skills and attitudes that teach students about citizenship and that there is something you can do when faced with injustice.

Helping Students Make Sense of News Stories about Bias and Injustice

www.adl.org/education-outreach/curriculum-resources/c/helping-students-make-sense.html

Provides suggestions, strategies and resources to help make discussions about national news stories that involve incidents of bias and injustice rich and productive for students.

Table Talk: Refugees, Reactions and World Response

www.adl.org/education-outreach/anti-bias-education/c/refugees-reactions-and-world-response.html

This table talk provides parents and family members with the tools they need to engage in conversations about important news stories and societal and world events concerning refugee crisis in Europe and how the world has responded.

Children's Books

Below are links to lists of recommended anti-bias and multicultural books for the indicated category.

Hate, Genocide and Holocaust, www.adl.org/education-outreach/books-matter/hate-genocide-holocaust.html

People, Identity and Culture, www.adl.org/education-outreach/books-matter/people-identity-culture.html

Social Justice, www.adl.org/education-outreach/books-matter/social-justice.html