

Lost Boy, Found

The true story of one boy's journey across a water-starved land—and his mission to bring water to his people

About the Story

Lexile® Measure 960L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to identify key ideas and details in a narrative nonfiction article

Featured Skill: key ideas and details

Additional skills covered in this lesson plan: figurative language, cause and effect, vocabulary, problem and solution, tone

Essential Questions:

- Why do people flee their homelands?
- What is the importance of access to clean water?
- What is the power of perseverance?

Standards:

The article and its suite of support materials support these Common Core Anchor Standards: R.1, R.2, R.3, R.4, R.5, R.7, W.2, SL.1, SL.2

For more standards information—including TEKS—go to Scope Online.



Your Teaching Package

Find your full suite of support materials at scope.scholastic.com.

Audio:

- Article read-aloud
- Text-to-speech
- Vocabulary

Differentiated Articles:

- Lower-Lexile version
- Spanish language version

Connected readings from the Scope archives:

- Stories about the refugee experience
- Survival stories
- A story about the importance of clean water
- A story about girls' education

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Close-Reading and Critical-Thinking Questions
- Featured Skill: Key Ideas and Details
- Choice Board
- Core Skills Workout: Summarizing*, Text Features, Text Structure*, Nonfiction Elements
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (15 minutes)

Do Now (5 minutes)

- Project the following on the board:

*Each year, an estimated 443 million school days are lost because of _____-related diseases.
Half of the world's hospital beds are filled with people suffering from a _____-related disease.
Nearly 1 in 10 people do not have access to clean _____.*

If you know the word that fits in all three blanks, write down three things you use it for each day.

Give students a few minutes to respond. (The answer is water.) Invite them to share their lists.

Preview Vocabulary (10 minutes)

- Project the Google Slides version of **Vocabulary: Definitions and Practice** on your whiteboard. Review the definitions and complete the activity as a class. Highlighted words: *accustomed, ambushed, contaminated, daunting, merciless, refugees, remote*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link directly to your LMS and have students preview the words and complete the activity independently before class.

2. Read and Discuss (45 minutes)

- Invite a volunteer to read the As You Read box on page 4 or at the top of the digital story page.
- Read the article once as a class. (*Differentiation: Share the lower-Lexile version or the Spanish version of the article.*) Optionally, have students listen to author Allison Friedman read her

article aloud while they follow along. The **audio read-aloud** is located in the Resources tab in Teacher View and at the top of the story page in Student View.

- Divide students into groups to read the article again and respond to the following **Close-Reading and Critical-Thinking Questions**, also located in the Resources tab.

Close-Reading Questions

(30 minutes)

The following questions can be shared in printable or interactive form.

1. **In the first line of the article, author Allison Friedman writes, “Salva Dut felt like he was walking through fire.” What literary device is Friedman using here? What effect does it have? What other examples of fire- or heat-related figurative language can you find in the introduction?** (figurative language) *Friedman is using a simile to describe the unbearable heat of the Akobo desert. This line helps readers understand that Salva is enduring extreme physical and emotional challenges. Other examples of figurative language related to fire or heat include “civil war had engulfed the nation,” “the ground like burning hot-coals,” “searing pain,” and “under the harsh and unblinking eye of the sun.”*
2. **Later in the introduction, Friedman writes that Salva and his Uncle Jewiir were trekking toward a refugee camp in Ethiopia. Based on the information in the article, what is a refugee? What is a refugee camp?** (vocabulary, key ideas and details) *A refugee is a person who has been forced to leave their home, for example because of war and violence. Refugees leave everything behind and flee to another country seeking safety and protection. A refugee camp is a place that offers refugees shelter and food.*
3. **How did a lack of access to clean water affect Salva’s family?** (cause and effect) *A lack of access to clean water forced Salva’s family to leave their home during every dry season and live in a camp that was closer to a source of water. During the rainy season, Salva’s sisters had to devote their entire days to collecting water from a source 5 miles away, which meant they were not able to attend school as Salva did. The water they managed to collect contained bacteria and often made the family sick. Salva’s father nearly died from a water-borne illness.*
4. **Based on the information in the article, come up with a definition for civil war and explain what caused the civil war in Sudan.** (vocabulary, key ideas and details) *A civil war is a conflict that happens within a country between different groups of people who live there. In other words, instead of two separate countries fighting each other, it’s a fight happening within one country. In Sudan, civil war broke out because the people in the south wanted to free themselves from the government of the north, which was trying to take away their freedom of religion.*
5. **What role did Uncle Jewiir play in helping Salva survive the journey?** (key ideas and details) *Uncle Jewiir helped protect Salva during their dangerous journey to the refugee camp in*

Ethiopia. Most importantly, he taught Salva to persevere by getting him to focus on achieving a series of small goals and to never give up, no matter how difficult the challenges he faced were. After Uncle Jewiir's death, it was the memory of his hopefulness and perseverance that gave Salva the determination to keep moving toward Ethiopia.

6. **How is Salva helping to solve the problem of water scarcity? What other problems will his work help to solve?** (problem and solution) *Salva started a nonprofit organization that builds wells in rural areas in South Sudan. The organization trains communities to maintain and repair those wells so that they have a long-term, year-round source of clean water. As a result, people can easily have a drink, wash their dishes, and bathe. People will no longer fall ill from drinking contaminated water, girls can attend school instead of spending their days trekking to collect water, and communities will flourish. Clean water has led to the construction of vital community resources such as food markets and health clinics in hundreds of villages where Salva's organization has built wells.*
 7. **What is Friedman's tone as she discusses South Sudan in the final section of the article? How does Friedman create this tone?** (tone) *Friedman's tone is optimistic. After addressing the ongoing challenges South Sudan faces, she describes Salva's efforts to make a positive difference and the profound accomplishments of his organization. The final lines refers to Uncle Jewiir's advice and guidance, conveying hope and a sense of determination.*
- As a class, discuss the following questions.

Critical-Thinking Questions

(10 minutes)

The following questions can be shared in printable or interactive form.

1. **In what ways, if any, do you think differently about water after reading this article?**
Answers will vary.
2. **Why is it important to learn about refugees?** *Students may say that it is important to learn about refugees because refugees are people in crisis who need help. Learning more about their lives can evoke empathy and kindle support.*

3. Write About It: Key Ideas and Details (45 minutes)

- Have students complete the **Featured Skill Activity: Key Ideas and Details**. This activity prepares them to respond to the writing prompt on page 9 in the printed magazine and at the bottom of the digital story page:

Create a slideshow or video about the importance of clean water for individuals and communities. Include information about how Salva's organization is helping to address water scarcity in South Sudan.

- Alternatively, have students choose a task from the **Choice Board**, a menu of culminating tasks. (Our Choice Board options include the writing prompt from the magazine, differentiated versions of the writing prompt, and additional creative ways for students to demonstrate their understanding of a story or article.)

Support for Multilingual Learners

These questions are designed to help students respond to the text at a level that's right for them.

Yes/No Questions

Ask students to demonstrate comprehension with a very simple answer.

1. Is South Sudan in Africa? *Yes, it is.*
2. Did Salva stay in his village throughout the civil war? *No, he didn't.*
3. Did Salva attend school? *Yes, he did.*
4. Did Salva's sisters attend school? *No, they didn't.*
5. Did Salva's group make it to the refugee camp in Ethiopia? *Yes, they did.*

Either/Or Questions

Encourage students to use language from the question in their answer.

1. Were people in Sudan at war with each other or with another country? *People in Sudan were at war with each other.*
2. Is the Akobo desert cool and moist or hot and dry? *The Akobo desert is hot and dry.*
3. Did Salva grow up in a big city or a rural village? *Salva grew up in a rural village.*
4. Is Salva part of the Dinka tribe or the Nuer tribe? *Salva is part of the Dinka tribe.*
5. How many boys fled the violence in Sudan, 30 or 20,000? *Twenty-thousand boys fled the violence in Sudan.*

Short-Answer Questions

Challenge students to produce simple answers on their own.

1. Why did the people of southern Sudan want to free themselves from the government of the north? *The government of the north wanted to take away the freedom of people in the south to practice their own religions. The government wanted everyone to practice Islam.*
2. How is Salva bringing safe water to his homeland? *Salva started an organization that builds wells in rural villages in South Sudan. The organization trains the people who live in those villages to maintain and repair the wells so that they will always have clean water.*

Language Acquisition Springboard: Fill in the five “W” words while reading, then use the answers to generate questions after reading.

Who? (Which person or people is this article mainly about?) *Salva Dut*

What? (What event does this article describe?) *Salva’s journey from Sudan to a refugee camp in Ethiopia*

When? (At what time did this event occur?) *1985–1986*

Where? (In what place or location did this event take place?) *what is now South Sudan, a country in northeastern Africa*

Why? (What was the cause of this event?) *The government in the north of Sudan wanted the whole country to practice Islam, but the residents of the south wanted to practice their own religions. For this reason, the south wanted to break free from the north. A civil war broke out and made Salva’s home village unsafe.*

Connected readings from the Scope archives:

Stories about the refugee experience:

- Narrative Nonfiction: [“I Live in a Refugee Camp”](#)
- Narrative Nonfiction: [“Escape From Darkness”](#)
- Paired Texts: [“My Life as a Refugee”](#) (nonfiction), [“How to Be Welcoming”](#) (infographic), and [“Mediterranean Blue”](#) (poem)
- Paired Texts: [“My Sport Helped Me Make a New Life in America”](#) (nonfiction), [“How To Be Welcoming”](#) (nonfiction)

Survival stories:

- Narrative Nonfiction: [“Lost in Death Valley”](#)
- Narrative Nonfiction: [“Trapped in a Cave”](#)
- Narrative Nonfiction: [“Stranded at Sea”](#)
- Fiction: [“The Cabin”](#)
- Fiction In a Flash: [“Bag for Life”](#)

A story about the importance of clean water:

- Paired Texts: [“What If This Was Your Water?”](#) and [“Little Miss Flint”](#)

A story about girls’ education:

- Narrative Nonfiction: [“Malala the Powerful”](#)