

# STUDENT HANDOUT

## Migration Journey of the Lost Boys and Girls

Name: \_\_\_\_\_

### Part 1: Immigrating from Sudan

The “Lost Boys of Sudan” began their migration journey in 1987, when they left their homelands in southern Sudan and trekked hundreds of miles to refugee camps in western Ethiopia. When civil war broke out in Ethiopia in the early 1990s, they fled back across the border into Sudan, and finally to Kakuma refugee camp, in northwestern Kenya. In 2000 and 2001, nearly 4,000 Lost Boys (and a few Lost Girls) traveled for three days from Kakuma to Nairobi, Kenya; to Brussels, Belgium; to New York City; and finally to new homes in the United States.



#### DO THIS

On National Geographic Xpeditions outline maps of Sudan, Africa, and the World, mark the routes the Lost Boys took from Sudan, to Ethiopia, to Kenya, to Belgium, and finally to the United States.

### Part 2: Emigrating to the United States

Approximately 3,800 “Lost Boys of Sudan” (including nearly 100 “Lost Girls”) have come to the United States as refugees since the year 2000. Of those, it was determined that 2,600 of the Lost Boys who were adults (over age 18) when they entered the U.S. were resettled in their own apartments in 28 states and in Washington, D.C. About 500 of the Lost Boys were believed to be minors (under age 18), and went to live with foster families in many of those same states and in the District of Columbia by June 2001.

You will use the data on the table “Number of ‘Lost Boys (and Girls) of Sudan’ Resettled in the United States as of June 2001” to make a **thematic** (or **special purpose**) map. A thematic map shows the distribution—a pattern—of features or data on Earth’s surface.



#### FIRST DO THIS

On the National Geographic Xpeditions outline map of the United States, write the number of Lost Boys who migrated to each state and to Washington, D.C. (Get the data from the table “Number of ‘Lost Boys (and Girls) of Sudan’ Resettled in the United States as of June 2001.”)



#### THEN DO THIS

Use color pencils or crayons to color the states and D.C. on the map according to the categories in the table “Information for Choropleth Map.”

***Congratulations!*** You’ve just made a type of thematic map called a **choropleth** map. A choropleth map uses colors or shading to represent different quantities or values. Darker colors usually represent greater quantities or values, while lighter colors usually represent smaller quantities or values.



Want to know more about the Lost Boys and Girls of Sudan? Visit the *God Grew Tired of Us* website at [www.godgrewtiredofus.com](http://www.godgrewtiredofus.com)

**NUMBER OF “LOST BOYS (AND GIRLS) OF SUDAN”  
RESETTLED IN THE UNITED STATES AS OF JUNE 2001**

State	Number
Arizona	221
California	144
Colorado	50
Connecticut	27
District of Columbia	1
Florida	105
Georgia	156
Illinois	132
Iowa	32
Kentucky	108
Massachusetts	126
Michigan	116
Minnesota	6
Mississippi	5
Missouri	43
Nebraska	104
Nevada	34
New York	137
North Carolina	86
North Dakota	29
Ohio	37
Pennsylvania	132
South Dakota	30
Tennessee	137
Texas	265
Utah	109
Vermont	39
Virginia	97
Washington	92



Photograph: Newmarket Films/National Geographic Films

**INFORMATION FOR CHOROPLETH MAP**

Number of Lost Boys Resettled	Color to Use for State or D.C.
201 or more	Red
151-200	Orange
126-150	Yellow
101-125	Green
51-100	Blue
26-50	Purple
0-25	Brown

**Did You Notice . . . ?**

About 3,800 Lost Boys (and Girls) of Sudan have come to the U.S. since the year 2000. Add the data in the table on the left. What result do you get? Can you think of reasons why the numbers (3,800 boys, compared to the number of boys listed in the table) might be different?



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