The Lost Boys’ Cultural Identity Answer Key

Watch the three excerpts from God Grew Tired of Us. Then answer the questions below.

1. What have you learned about Dinka culture? What markers are representative of Dinka culture? **Markers include music, dance, food, clothing, and language.**

2. What values do the Lost Boys hold? **They value education, community, family, faith, and hard work.**

3. What questions and fears do the Lost Boys have about life in the United States? **They have questions and fears related to technology, cultural practices, and food.**

4. What are some of the challenges the Lost Boys encounter? **Challenges include learning a new culture, figuring out how to get around in the U.S., finding jobs, pursuing education, and making friends.**

5. How do the Lost Boys adapt to life in the United States, in terms of both assimilation and acculturation? **Assimilation: clothing, improvising English/adopting American slang, not holding hands in public or traveling in groups. Acculturation: eating traditional food, song, dance, attending reunions.**

6. What community-building strategies have the Lost Boys practiced both within the refugee camps and once resettled in the United States? **forming makeshift family groups and Parliament in refugee camps, gathering with friends and attending reunions in the U.S.**

7. What community-building strategies have been practiced among the Lost boys and the communities into which they settled? **meeting with church and community groups, talking with community members in informal settings such as swimming pools, advocating for public awareness about Sudan**

8. What sense of responsibility do the Lost Boys feel toward each other and toward their families and friends still in Africa? **They send money back to Africa, and work to bring family members to the U.S.**

9. In what ways are they trying to improve their own lives and those of their families and friends? **demonstrating/advocating for awareness and change in Sudan, desire to return to Africa to be business and community leaders**