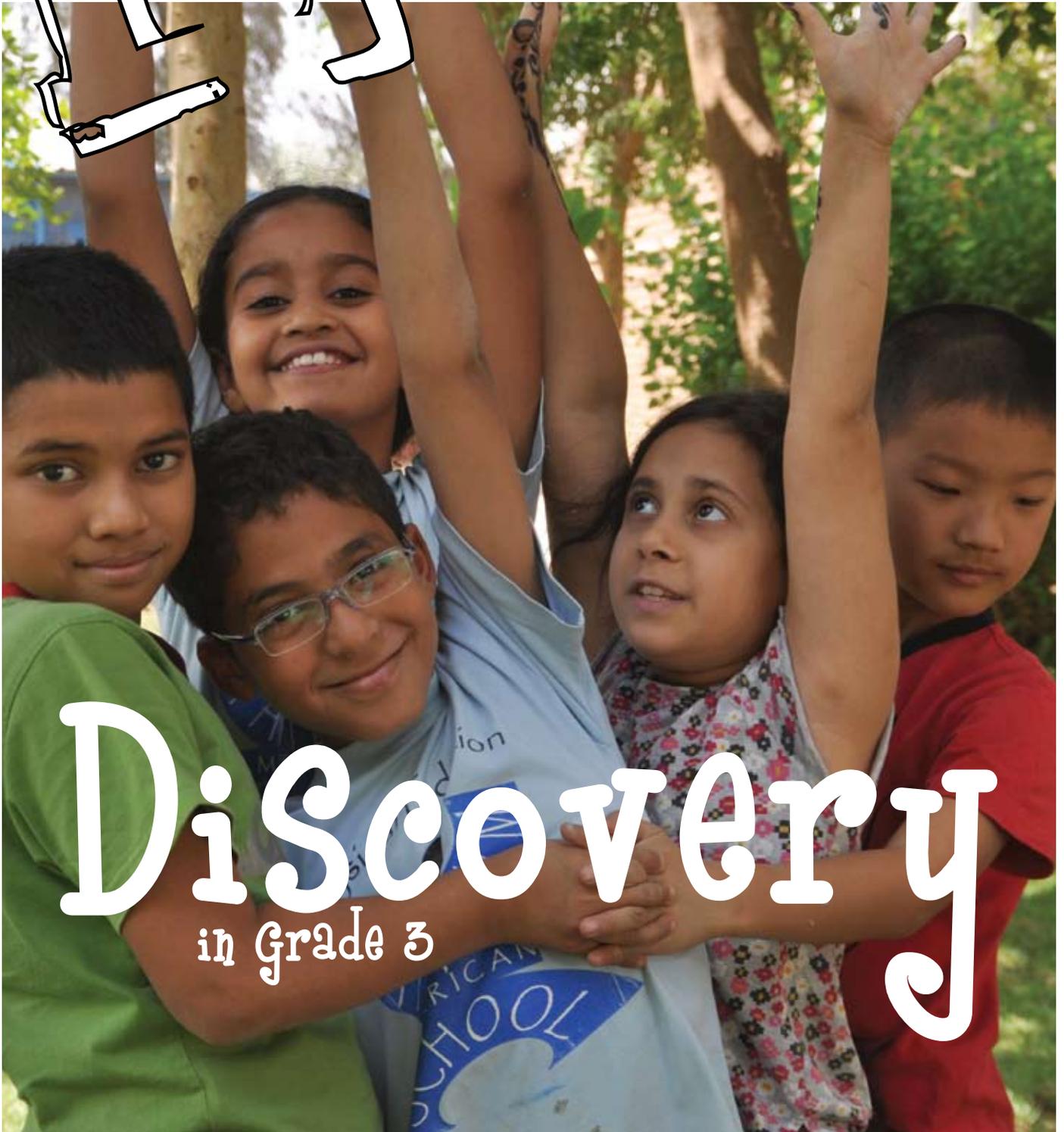


Fun e W S

news from the trunk

Wednesday, April 20th, 2011



Long Weekend

Thursday, April 21st – Monday, April 25th



A Letter from the Superintendent, Greg Hughes

Dear Parents,

Last week I touched on the academic program that we offer here at Khartoum American School, and the way in which we try to deliver content to students in such a way that it is interactive, engaging and more importantly inquiry based. Inquiry based learning puts an emphasis on the students taking ownership of learning and dealing with class material so that it not only makes sense to them but also allows them to relate to this content in a more personal way.

As I look through this week's E-news I see further evidence of the outstanding work going on in our classrooms with extracts of work from both the Grade 3 Discovery class and the High School English classes. It is gratifying to see that our students are being stimulated to produce work of the highest quality. Kudos goes to the students and their teachers, Ms. Jones and Mrs. Haseltine, for all of their hard work, and thank you for sharing this with us.

This week we have a small break for the Easter vacation, while only a few extra days I am sure that this brief respite will put us in good stead for the rest of our school year and the warm weeks ahead.

Enjoy the break, as a quick reminder school reopens on Tuesday.

Letter From the Principal, Susan Boutros

Dear Parents and Friends,

It is very hard to believe that after the long weekend we will be in our final six weeks of the school year. It has been a very busy and enjoyable year.

The *Earth Day Family Picnic* last Friday was a great success. There will be a movie night organized by the Community Service Learning class this evening at school. Elementary students will have the chance to watch "Tangled" at 5pm and the middle school and high school students will have the chance to watch "Just Go With it" at 7pm. All the money that is made will go towards the community service projects that the students have been working on.

It is a very busy time of the year for all of our students and teachers but even more for high school students. High school students are very busy preparing for their Advanced Placement exams, which are going to take place in the first two weeks of May. Students are also busy preparing for the KASMUN conference, which will take place on April 29-30. Our senior class is also very excited about graduation, which is always in May.

I hope that you have an enjoyable and relaxing break!

Teachers Wanted

High School ESL • Special Needs Teacher • Part-time
Biology Teacher (at Advanced Placement Level)

Discovery in Grade 3

This semester in Discovery class, Grade 3 students learned about how all over the world in every country, people are displaced and forced to leave their homes for many different reasons. They learned the names of organizations (including non-government organizations) that are working to help refugees and IDPs. Students read the book *Brothers In Hope, The Story of the Lost Boys of Sudan*, by Mary Williams and watched documentaries on children who had been displaced from their homes for different reasons. In this unit, students learned about what life is like in a refugee camp and how different life is for someone who is a refugee/IDP. The summative assessment for this unit was for students to write a script and perform their play in groups to an audience. The script was created from students' writing on a journey of a displaced person. The writing process included pre-writing, writing drafts, editing, and presenting. Grade 3, along with Grades 4 and 5, will perform these plays after Easter holiday. Stay posted for times and dates. Everyone is welcome to come and watch!

Journey of the Erupting Volcano

I was just about to take a nice nap when suddenly I heard a huge BOOM! I saw from my window hot lava coming out of the mountain. My father came running from the room shouting, "Run for your lives". "We don't have any time to pack," he yelled. "What is happening?" I cried. "We don't have time to pack, we have to go now," said my father.

I was so scared, I didn't think about where I was going. I ran out of the house and started running. There were people everywhere running for their lives. I realized I had lost my family. I looked around but couldn't see them. "Mom, Dad where are you?" I yelled. I was lost. I ran with people I didn't know because I didn't want to be by myself, I was so scared. After an hour of running and walking we came to a river. There were lots of people on the banks they looked afraid as I was. An old woman came up to me and said, "you are safe now you will be ok". We have to go to the next village which will take us a couple of days in the boat, you will come with us," she said to me.

I was so seasick all I did was sit in the corner of the boat and vomit. I was so hungry but I couldn't eat anything. I didn't want to be on this boat I just wanted to be at home with my family. Finally after 2 days of being on the boat we arrived at the village. We had to walk to Ethiopia, this would take 15 days of walking. We didn't have any food and water my stomach was sore.



At last after 15 days of walking we arrived at Ethiopia. We had to go to a refugee camp. I saw lots of tents and people who looked very sad. This was going to be our home. I slept in a tent but I didn't have a bed. I was still hungry we didn't have much food. The UN only gave us a couple of bags of flour and rice. I turned 19 in the refugee camp I had been here for 2 years.

Finally after 2 years I was able to go back to my village. I found my family. My parents were very old. I looked at them and cried. "I am so sorry I left you I will never leave you again," I said to them.

By Rafiza Mirza Grade 3

My New Family

This is my story of when I was a refugee.

Bang, boom, crash! "What was that noise?" I yelled to my sister. "I don't know, lets go and see," I cried. We ran up the stairs and looked out the window our roof was on fire. "What is happening? ahhhhhhhhhh!" I cried.

We ran outside just before our house fell down. Our parents were in the house. I looked up at the sky and saw planes flying over.

We started walking we were scared, tired and hungry. Lots of people were dying around us. Lots of homes had been destroyed. My sister and I with help from the UN escaped and went to America. We were taken to a new family. We stayed in America then we went to New Zealand. We now live in New Zealand. I learned how to speak a new language. I am happy now.

By Kristina Grkovic Grade 3

The Huge Hurricane

I am going to tell you a story of when I was younger. One day I was playing outside when I heard my mom yelling at me to come inside. "There is a hurricane coming it is not safe to be outside," she was telling me. "We have to go somewhere where it is safe," she told me. "I don't want to, what about dad?" I said to her. "Don't worry about dad he will be ok we have to go," my mom said to me.

While my mom was packing I ran to my room and jumped out the window. I had tricked her; mom thought I was packing to go. I landed with a crash on the ground. I thought she may have heard me but she didn't. I ran really fast, I wanted to tell everybody in town that there was a

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Dates to Remember	
Long Weekend	April 21st – April 25th
PTA meeting (7:30am) and PTA Bake Sale – All proceeds will go to the gift of giving (11:31-12:24am)	Thursday, April 28th
Last Day for all students to check out books from the library.	Thursday, April 28th
KAS MUN Conference	April 29th and 30th
Last day for parents to check out books from the library.	Thursday, May 5th
All library books must be returned (150 SDG fee for missing books)	Thursday, May 12th



hurricane coming. I could see the hurricane in the distance it was coming towards me. I started to run back to my home. I could feel the wind it was blowing all around me. I looked to where my house was it was not there. The hurricane had destroyed it. I felt blood on my face. I wanted to be home safe in my house. Where was my family?

Just then I saw my friends walking towards me. "Hey guys, it's me," I yelled. "What has happened to your face are you ok?" they said. "Yes I am ok but my house is not and I don't know where my mom or dad are," I said. "Neither do we, all we know is we have to get out of here it's not safe," they said.

We started to walk all around us houses had been destroyed. We came to a river where we met some woman. "Come, with us we will take you to the refugee camp," they said. "At the refugee camp there will be people who will help you like the UN, and the Red Cross," they told us.

When we got to the refugee camp, which was a football stadium, I saw my mom and my dad. I was so excited to see them and so happy. We stayed at the stadium till it was safe to go back home.

By Ahmed Wali Grade 3

Pennies for Peace

The Grade 7 Social Studies students are participating in Pennies for Peace, a service-learning program of Central Asia Institute (CAI). CAI is a non-profit that provides community-based education in Pakistan and Afghanistan. Pennies for Peace invites young students to broaden their cultural horizons and learn about philanthropy - one penny (or piastre!) at a time. Through the end of April, the students will be collecting spare change in containers found around campus - the front desk, the library, the kiosk, and a number of classrooms. Help the students raise funds for building schools in remote areas of Pakistan and Afghanistan!

This project is part of a unit on the geography and history of Central Asia. We are working closely with a partner class at the Sewickley Academy in Pittsburgh, Pennsylvania, which is also participating in Pennies for Peace.

Message from the Learning Center

We have a 5 day weekend coming up. Some teachers may decide this is the perfect time to assign homework before final exams, as students will be missing 3 school days, and need all of the study time they can get! Here are some tips for completing assignments during the short break:

- Make sure you see your teachers if you have any questions about the assignments BEFORE you leave for break. Teachers may not check their email as frequently over the weekend, and you may not receive an answer until next week.
- Plan your weekend wisely. If you have assignments for several classes, make a schedule to help you complete everything on time. Five days seem long now, but will go quickly!

- Make sure you take all of the materials that you need with you! Don't leave important books or supplies in your lockers or classrooms.

Parents: please remind your students to make a list of all of their assignments, and to bring all of their supplies home with them on Wednesday.

Expository Writing

Grades 10 and 11 are honing their writing skills in an intensive unit on expository writing. Exposition is the type of writing they will need to be successful university students and now is the perfect time to begin practicing these skills in their quest to become proficient writers. In addition to learning various methods of development to address different types of writing assignments and different fields of study, students are learning research skills, how to recognize fallacies in thinking, how to synthesize outside findings into their writing, and how to cite sources used. In the three example papers offered here, the students read two famous short stories, "The Storyteller" by H. H. Munro (Saki), and "Harrison Bergeron," by Kurt Vonnegut, Jr. The assignment asked students to write a thesis about one of the stories that could be developed into an expository essay. Depending on their own tastes, students could come up with theses about serious ideas underlying the humor in the stories, about the mixture of fantasy and realism, about the conflict between young people and adults, or similar topic worthy of scholarly writing. Following are three student examples, praiseworthy 'first essays.' Student authors: Fu, Xianli, Grade 11, and Bethel Tafere, Grade 10.

Community Service Project (Rachel and Lucy, Grade 12)

In our Community Service Learning class, everyone has the responsibility of serving people who need help. Rachel and I decided to create an independent project in order to teach children as volunteers. Being teachers for the first time makes us feel really excited. Our plan is to teach the Sudanese staff's children Math at the CNPC Company. Because the workers of CNPC are a small community and the Sudanese staff always helps the Chinese staff to communicate during work, we want to build a good relationship between us and do something for them. Thus, we decided to visit their family members—the little kids. We hope we can get on well with them and this teaching experience would be memorable and become more practical for the future.

Love books?

Don't miss the **Scholastic Book Fair**.
May 1st – 5th, 2011 from 9pm – 2pm
in the KAS Quad.

Equality and Freedom

In “Harrison Bergeron”, Harrison suffered in the equality environment that the government set up for citizens like him. The equality he has is not real equality but just superficial equality. That equality is not only harmful for him, but also caused him to struggle. The real equality is a learned behavior and cannot result from artificial demands by a government. Equality should help us develop ourselves individually but not restrict our freedom.

In “Harrison Bergeron”, in the year of 2081, everyone is “equal”. That “equal” is just physical equality such as same intelligence, same appearance, same strength or same agility. The advantage of this is everybody looks the same so nobody would envy others and so that everyone can live an equal life, but their lives appear trite and insignificant. The disadvantage of this is that the “equality” excludes people’s minds. A mind may become a heavenly steed soaring across the skies and Harrison Bergeron, whose name even sounds abnormal, has that kind of mind. The result of that is that he stands out trying to change the rule of “equality”, though he dies sadly in the end.

Harrison Bergeron died because the “equality” that his government offered him is not the real equality. If there is a government, which offers real equality for its people and Harrison Bergeron is one of them, he will not end the way the story is represented to us. Actually, there are governments that offer real equality, such as China. In China, there is also a person similar to a President. The job for him, indeed, is to make the country and its people work well and preserve a tranquil and peaceful mental state. In fact, the President now in China has done a good job. He adopts people’s suggestions and put them into practice and tries to satisfy as many people as he can. That is real equality.

The real equality is not that everybody looks the same, but everybody has the same rights. There is an idiom in ancient China, “The proverb donkey that has exhausted its tricks can not excel above others as a crane among chickens.” True equality can help us develop ourselves and everyone can be that crane among chickens.

Harrison Bergeron: The Definition of Equality

Presenting a vision of the future while criticizing today's trends has become a popular writing style for many authors who wish to send a message about the possibilities of the future. For example, George Orwell's novel **1984**, written in the year 1949 when totalitarianism was thriving (www.george-orwell.org), questioned the system of government and what life was to become under this system. Another exceptional example of this style of writing is "Harrison Bergeron", a short story that closely examines the stereotypes and discrimination and gives readers a glimpse into a future where human beings repress their originality in order to make people "equal." Kurt Vonnegut, Jr.'s political satire "Harrison Bergeron" questions the definition of equality and democracy as it is in the world today, and what it could become in the future.

Throughout history, there have been many different definitions of equality. Democracy has emerged, a system of government that emphasizes equality and allows the people to have a voice in the political process. Human rights awareness has increased. However, despite how far society has come in accepting those who do not fit into its ideals, prejudice and the setting of limitations and stereotypes still occurs. Life has been, and continues to be, one continuous struggle: the struggle for equal rights for all. But what, after all, *is* equality? It is through questioning this elusive concept that great literature has been created.

Vonnegut's eponymous character, Harrison Bergeron, attempts to break through the barriers society has set for him, but ultimately fails. Similarly, the hero of George Orwell's classic eventually succumbs to the totalitarian regime of Big Brother. It is clear what message the authors are sending: if we do not do something to change our world now, it will be futile for anyone to attempt to do so in the future. In order to do so, we must break free of our limitations and challenge the authority that suppresses us.

Being an abnormally strong, graceful, and handsome person, and therefore a threat to the organization that insists on equality for all in the form of Handicapper General, Harrison is forced by the conventions of society to repress anything about himself that might be considered out of the ordinary, by such methods as wearing a mental handicap radio to keep him from gaining an unfair intellectual advantage, and carrying bags full of lead to weigh him down.

The definition of “equality” that the Handicapper General implements is quite different from the traditional definition. This misinterpretation of equality can lead to the setting of limitations for those who exceed or surpass what is believed to be the “ideal,” or “normal.” When “equality” is interpreted in this way, rather than as having the right to be different and be treated equally before the law, the effect is injustice and repression. Although Harrison does not fully succeed in usurping Handicapper General’s authority, his willingness to fight, to ascend to a higher state of mind unrepressed by Handicapper General, and to break free of the imposed handicapping devices, nevertheless makes Harrison Bergeron a hero.