Student Journal

Out of War
by Sara Cameron

Reading Schedule

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Can living in violent times help you know your true self?
Getting Started

What If?

You live in a big city that has large trains used for public transportation. When you come home from school, you turn on the television and learn about a huge train accident in one of the underground train tunnels. You see people coming out of a stairwell. They are crying, covered in black dust, and some are severely injured.

Your country is at war, and you immediately feel this incident must have been a terrorist attack. You can hear helicopters and emergency sirens. Your little sister comes home crying. Your parents won’t be home for a few hours, so it is your responsibility to take care of her.

Make notes about how this would affect you.

• What would you do to take care of yourself and your sister?
• How would you react if the violence came closer to your home?
• What qualities are important to have in violent times?

Connect to The Exchange Question  Discuss how this situation could relate to The Exchange Question: Can living in violent times help you know your true self? Summarize your discussion.
Introduction

Read the Introduction on pages 9–11 in Out of War. The Introduction will help you understand key concepts in the book. Knowing them will help you discuss and write about the book.

The Introduction includes information about

- the war in Colombia
- the impact of the war on Colombian citizens
- guerilla fighters
- the Children’s Movement for Peace

After you read the Introduction, answer these questions to check your understanding.

1. What caused the war in Colombia? How were the citizens of Colombia hurt by the war?

2. What tactics did guerilla fighters use in the war?

3. How did the Children’s Movement for Peace form?
Introduction: Key Concepts

Word Map

Study the Word Map for kidnapping. Write a sentence using the word kidnapping.

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Word Map

Key Concept

- kidnapping
  - Synonym: stealing
    - Example: taking a child
  - Antonym: rescuing
    - Example: saving a drowning child

On a separate sheet of paper, create a similar Word Map for peace, revolution, and war. Use a thesaurus to find antonyms and synonyms. Write two sentences for each word—one using the Key Concept word and one using either the antonym or the synonym.
Respond to Pages 17–36

1. **Personal Response**  Juan Elias became more involved in peace activities after his father was killed. If you were Juan Elias, would you have continued to fight after a parent’s death? Why or why not?

2. **Problem and Solution**  Before the Children’s Movement for Peace was created, why did the citizens and children of Colombia feel that no one could stop the war? Use the word *war* in your response.

3. **Main Idea and Details**  List three facts that show the citizens of Colombia were serious about creating peace.

4. **Generate Questions**  Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?
Respond to Pages 17–36, continued

5. Evidence and Conclusions Juan Elias experienced the hardships of war at a very young age. Read the causes. Then list the effects in the Effects column of the Chart.

**Cause and Effect Chart**

<table>
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<tr>
<th>Causes</th>
<th>Effects</th>
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<tr>
<td>1. Juan Elias’s family was blackmailed and received kidnapping threats.</td>
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<tr>
<td>2. Juan Elias’s father was killed.</td>
<td>2.</td>
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<td>3. People in Patino were massacred; Dr. Padilla was killed.</td>
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How did the war change Juan Elias’s life?

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Respond to Pages 37–70

1. **Personal Response** Farlis and Beto worked to resolve conflicts in their communities. What is a conflict in your community? What can you do to help resolve the problem?

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2. **Summarize** Farlis says that within three years, the revolution’s armed groups murdered more than 1,200 people in Apartadó. Why was no one punished for this? Use the word *revolution* in your response.

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3. **Argument** Reread page 64. Restate what Beto, Harry, and Gustavo Adolfo each said about which of the children’s rights was most important. Whose argument do you agree with? Why?

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4. **Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

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5. Conclusions  Farlis and Beto did a lot of work to promote peace in their communities and country. List details about their actions for peace in the Details Web.

How did the events Farlis and Beto attended help them do even more work for their cause?

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Respond to Pages 71–96

1. **Personal Response** Johemir tells how he volunteered with the Return to Happiness program, even though it was painful to hear Juanita’s story. Would you have been able to volunteer with that type of organization? Why or why not?

2. **Inference** Alberto tells how his brother was kidnapped during the attack on Mitú. Why were the hostages allowed to send letters to their families instead of being released? Use the word *kidnapping* in your response.

3. **Paraphrase** On page 93 Alberto says “The war cannot come to an end without forgiveness.” What did he mean? Do you agree or disagree? Explain.

4. **Connect** Look at your notes on *Student Journal, page 2*. Think about how you would feel if you had to take control in a violent situation. Compare this to *Out of War*. Did the violence in Colombia help the teenagers discover their true selves?
Respond to Pages 71–96, continued

5. **Comparisons** In “Where are We Now?” we learn more about what happened in the lives of Juan Elias, Farlis, and Johemir. Write their actions and feelings in the **Cluster**.

**Cluster**

![Cluster diagram](image)

How were Juan Elias’s, Farlis’s, and Johemir’s experiences since the book was published alike and different?

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