



**WAKE COUNTY  
PUBLIC SCHOOL SYSTEM**

**Grade 7: Module 1  
Student Workbook**

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

<b>I notice ...</b>	<b>I wonder ...</b>

Column 1	Column 2	Column 3	Column 4	Column 5
Chapter and page numbers	What Nya's story is about—my first ideas	What Nya's story is about—any new ideas	What Salva's story is about—my first ideas	What Salva's story is about—any new ideas

Dear Families,

At school, students began a new study about the experiences of people in Southern Sudan. Sudan was engaged in a civil war for many years. In class and at home, students will be reading the novel *A Long Walk to Water*, by Linda Sue Park, and reading accounts of many people who were affected by the Sudanese Civil War.

In class today, students read from the first chapter of *A Long Walk to Water*, in which there is an account of some violence. It is not graphic or gruesome, but anytime we read about violence in the world, we need to be extra thoughtful to make sure that everyone feels safe. We discussed strategies we might use to support safety during a difficult reading (such as taking a break from the reading, talking to an adult or a friend about your thoughts, journaling, or writing a note to the teacher). Please ask your child about these strategies we discussed and offer your support should your child ask for it.

We welcome your feedback and questions about the important work that we are doing to support your child's growth as a reader, writer, and citizen.

Please print and sign your name on this letter and return it with your child to school tomorrow so that we know that you received this communication.

Sincerely,

---

parent/guardian name & signature

.....  
**Name:**

.....  
**Date:**

Look at the opening map from *A Long Walk to Water*:

1. What do you now notice about the map and the route?

2. List in order the different environments that are on the route from the village of Loun-Ariik to Kakuma.

.....  
**Name:**

.....  
**Date:**

In Chapter 1, it says that Salva “was letting his mind *wander* down the road ahead of his body.” He begins to daydream about when he and his friends “made cows out of clay.” What does this daydream tell you about the importance of cattle in Salva’s life?

*Sample response: Cattle are very important in Salva’s life and seemed to be related to wealth or money. The book said that his father had a lot of cattle and his father was an important man. I bet cattle are important because they can provide milk and food.*

In Chapter 2, we learned that thorns littered the ground where Nya is. It says that Nya “looked at the bottom of her foot. There it was, a big thorn that had broken off right in the middle of her heel.” What does the thorn in her heel tell you about Nya? Explain why the thorn tells you this about Nya.

Where do you think Nya is going? What part of the reading makes you think this? What does this tell you about Nya’s character?

When the rebel soldiers arrive, Salva *hesitates* for a moment, but then steps forward to join the group of men. But the soldier says, “Over there” and points Salva to go join the group of women and children. Salva then *scurries* over to the women’s side. What does Salva’s choice to step forward tell you about Salva’s character?

In Chapter 2, Salva asks the same questions many times: “Where are we going? Where is my family? When will I see them again?” What does this tell you about how Salva is feeling?

Describe one way that Linda Sue Park (the author) has created different points of view for Nya and Salva.

How are the two characters different?

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

Date: \_\_\_\_\_

**Title of text: A Long Walk to Water, Chapters 1 and 2**

**The two central characters in the novel *A Long Walk to Water* are named Nya and Salva. The author of the novel, Linda Sue Park, includes a short section in each chapter that is written from Nya’s perspective, while the remainder of the chapter is written from Salva’s perspective. These two characters have many similarities and many differences. How do culture, time, and place influence the development of each character’s identity?**

1. What will you be gathering evidence about? Underline the focusing question in the assignment above.

2. What information will you need to be able to answer the Guiding Question and to explain your answer? Turn to a partner. Look carefully at the graphic organizer below as you discuss the answers to the following questions. Color in the circle next to each question after you have talked about it.

- What information will you put in the first two columns?
- Where will you get this information?
- What information will go in the third column?
- Where will this information come from?
- Why are you gathering all this information? What are you trying to figure out?



**GRADE 7: MODULE 1: UNIT 1: LESSON 4**  
**Gathering Evidence Graphic Organizer—Character**  
**Development in *A Long Walk to Water***

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

Date: \_\_\_\_\_

<i>Detail/Evidence</i> <b>What Salva or Nya thought, said, or did</b>	<i>Page</i>	<i>Inference/Reasoning</i> <b>What this shows about how culture, time, or place influenced Salva’s or Nya’s identity</b>	<i>Used in your writing?</i>
Quote (About Nya or Salva?)		Meaning (Related to culture, time, or place?)	
Quote (About Nya or Salva?)		Meaning (Related to culture, time, or place?)	



.....  
**Name:**

.....  
**Date:**

**Title of text: *A Long Walk to Water*, Chapter 3**

**The two central characters in the novel *A Long Walk to Water* are named Nya and Salva. The author of the novel, Linda Sue Park, includes a short section in each chapter that is written from Nya’s perspective, while the remainder of the chapter is written from Salva’s perspective. These two characters have many similarities and many differences. How do culture, time, and place influence the development of each character’s identity?**

1. What will you be gathering evidence about? **Underline** the focusing question in the assignment above.
2. What information will you need to be able to answer the Guiding Question and to explain your answer? Turn to a partner. Look carefully at the graphic organizer below as you **discuss** the answers to the following questions. **Color in** the circle next to each question after you have talked about it.

- What information will you put in the first two columns?
- Where will you get this information?
- What information will go in the third column?
- Where will this information come from?
- Why are you gathering all this information? What are you trying to figure out?

**GRADE 7: MODULE 1: UNIT 1: LESSON 5**  
**Gathering Evidence Graphic Organizer—Character**  
**Development in *A Long Walk to Water***

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

Date: \_\_\_\_\_

These two characters have many similarities and many differences. How do culture, time, and place influence the development of each character’s identity?

<b><i>Detail/Evidence</i></b> What Salva or Nya thought, said, or did	<b><i>Page</i></b>	<b><i>Inference/Reasoning</i></b> What this shows about how culture, time, or place influenced Salva’s or Nya’s identity	<b><i>Used in your writing?</i></b>
Quote (About Nya or Salva?)  “But she might reach home by noon, if all went well.”	14– 15	Meaning (Related to culture, time, or place?) It’s possible that her walk home won’t go well. Nya lives in a place that can be difficult or dangerous.	
Quote (About Nya or Salva?)  “Salva let out his breath in relief. He was glad that she was not Nuer.”	16	Meaning (Related to culture, time, or place?)	
Quote (About Nya or Salva?)		Meaning (Related to culture, time, or place?)	

**GRADE 7: MODULE 1: UNIT 1: LESSON 5**  
**Gathering Evidence Graphic Organizer—Character**  
**Development in *A Long Walk to Water***

<i>Detail/Evidence</i> What Salva or Nya thought, said, or did	<i>Page</i>	<i>Inference/Reasoning</i> What this shows about how culture, time, or place influenced Salva’s or Nya’s identity	<i>Used in your writing?</i>
Quote (About Nya or Salva?)		Meaning (Related to culture, time, or place?)	
Quote (About Nya or Salva?)		Meaning (Related to culture, time, or place?)	
Quote (About Nya or Salva?)		Meaning (Related to culture, time, or place?)	



The current conflict in Sudan is only the latest chapter in the country's violent history. Apart from an 11-year peace from 1972 to 1983, Sudan has been entrenched in war since it became an independent nation in 1956. The Darfurian conflict erupted just as a long civil war between northern and southern Sudan was winding down. That war was fought between the mainly Muslim Arab north and the mostly non-Muslim, non-Arab south. It began in 1983 and was one of the longest-lasting and deadliest wars of the 20th century. About 2 million civilians were killed, and more than 4 million people were forced to flee their homes.

Some of those refugees are known as the Lost Boys of Sudan. Fleeing violence and the fear of being forced into war, thousands of boys fled by foot to Ethiopia. The 1,000-mile trek was grueling. They went days without food or water, eating leaves and berries and sucking liquid from mud to stay alive. Exhausted, some boys died of starvation or dehydration.

The boys who continued found shelter at a refugee camp in Ethiopia, but their safety was short-lived. Fighting erupted in Ethiopia in 1991, forcing them to flee again. As they ran, gunmen in tanks fired at them. To escape, the boys had to cross the crocodile-infested River Gilo. Thousands drowned, were eaten by crocodiles, or were shot.

By the time the boys arrived at a refugee camp in Kenya in 1992, only 10,000—fewer than half of the original 26,000—were still alive. After nine years at the camp, about 4,000 of the Lost Boys were brought by the U.S. government to cities in the United States to begin new lives.

Now some Lost Boys are returning home. A peace agreement signed on Jan. 9, 2005, officially ended Sudan's civil war. Though aid agencies recently reported that many communities in the south still lack food and water, some 500,000 Sudanese are expected to return home this year in what is one of the largest movements of people in recent history.





**GRADE 7: MODULE 1: UNIT 1: LESSON 7**  
**Gathering Evidence—Character Development in**  
*A Long Walk to Water*

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

Date: \_\_\_\_\_

These two characters have many similarities and many differences. How do culture, time, and place influence the development of each character’s identity?

<i><b>Detail/Evidence</b></i> <b>What Salva or Nya thought, said, or did</b>	<i><b>Page</b></i>	<i><b>Inference/Reasoning</b></i> <b>What this shows about how culture, time, or place influenced Salva’s or Nya’s identity</b>	<i><b>Used in your writing?</b></i>
Quote (About Nya or Salva?)		Meaning (Related to culture, time, or place?)	
Quote (About Nya or Salva?)		Meaning (Related to culture, time, or place?)	
Quote (About Nya or Salva?)		Meaning (Related to culture, time, or place?)	

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

Date: \_\_\_\_\_

1. Part A: Based on the text in Chapter 4, how did Salva feel about Buksa?

- Salva disagreed with Buksa.
- Salva was afraid of Buksa.
- Salva wanted to imitate Buksa.
- Salva was impressed with Buksa.

2. Part B: Which sentence from the passage best shows Salva’s feelings about Buksa?

- “Salva’s fear began to grow until it was even stronger than his hunger.”
- “By now Salva had caught the feeling of excitement.”
- “Salva frowned and shook his head.”
- “Just then Buksa stopped walking. Salva stopped, too.”

3. Part A: Paraphrase the sentence below in your own words: what is *terrain*, and what is the terrain like where Salva is walking?

“They slept on the ground. The *terrain* changed from *scrub* to *woodland*; they walked among *stands of stunted* trees. There was little to eat: a few fruits here and there, always either *unripe* or worm-rotten.”



**Self-Reflection on Learning Target**

**“I can cite several pieces of text-based evidence to support my analysis of Nya’s and Salva’s character in *A Long Walk to Water*.”**

**1a. What is one aspect of the learning target that you think you are completing successfully?**

I am successful with this learning target because I can...

**1b. Why? What are you doing well?**

I do well with this part of the learning target when I...

**2a. What is one aspect of the learning target that is more challenging to you?**

One part of the learning target that is more challenging is...

**2b. Why? What makes it more challenging?**

This part is more challenging because...

**Pre-Writing Ideas**

My Pre-writing Ideas about Nya's Identity/Point of View (in terms of culture, time, and place)

**Pre-Writing Ideas**

My Pre-writing Ideas about Salva's Identity/Point of View (in terms of culture, time, and place)

Sudanese Tribes Confront Modern War”

By Karl Vick, Washington Post Foreign Service Wednesday, July 7, 1999; Page A1



Madut Atien is a member of the SPLA, which provided security for the peace conference. (Michael duCille, Washington Post)

EXCERPT 1:

1. They are the Dinka and the Nuer, the largest tribes in southern Sudan. Both greet the dawn by singing. Both live in square huts with round, uneven roofs. Both walk the roadless plain split by the White Nile. And both honor their scrawny, hump-backed cattle as the center of the temporal world, at once wealth on the hoof and a mystical link to the spiritual plane [level].

2. The Nuer word for “thousand” means “lost in the forest,” because that’s where your cattle would be if you had that many of them. Almost no one does, however—in no small part because Dinka and Nuer have been stealing cattle from each other for as long as anyone can remember. Cattle **raiding** is a **hoary** [old, ancient] tradition of **pastoralists** [farmers] throughout East Africa, as natural here as a young man’s hungering for enough cows to pay the bride price for a wife, as normal as a neighbor striking at the **intruders** he sees hogging prime grazing land.

- a. With a partner, reread paragraph 1 out loud. What does the word “both” refer to? Why does the author use the word “both” four times?
- b. In paragraph 1, what do you think the word temporal might mean?
- c. In paragraph 2, reread the last sentence, and explain it to your partner in your own words.
- d. In paragraph 3, what does the word phase mean? When did things begin to change?

<p>3. If people died in these raids, it was “maybe one, two or three,” said Madut. And the victims were almost always warriors, slain with the spears that were still the weapons of choice in southern Sudan in 1983, when the war against the Arab north entered its current phase. That year, the Khartoum government imposed [forced on others] Islamic law on the entire country, including the parts that were not Muslim, like the south, where people mostly adhere [stick to] to traditional beliefs or Christianity. Rebellious southerners formed the Sudanese People’s Liberation Army, and young Dinka and Nuer began to carry AK-47s.</p>	<p>STOP here for Lesson 10</p>
<p><b>EXCERPT 2:</b></p>	
<p>4. Until 1991, the guns were used mostly against northerners. But that August, there was a split in the rebel army. The <b>fault line</b> was tribal. A Nuer rebel officer, Riek Machar, tried to <b>topple</b> the rebels’ supreme commander, a Dinka named John Garang. When the <b>coup</b> failed, the rebel escaped with forces loyal to him, mostly Nuer. The war had entered a new <b>phase</b>. Southerners started killing each other.</p>	<p>e. Talk with a partner: In paragraph 4, how does the second sentence help you understand the phrase “the fault line was tribal”?</p>
<p>5. “I used to be living here,” said Peter Wakoich, a Nuer in Dinkaland. “The Dinka and Nuer were one. It all went bad overnight.” Shortly after the rebel leaders parted ways, the man from the next hut stole all of Wakoich’s cattle and slit the throats of four of his children.</p>	
<p>6. Children, women and the elderly used to be off-limits during raids, traditional set-piece battles in which women waited at the edge of the fight to tend the wounded and retrieve lost spears, said Sharon Hutchinson, a University of Wisconsin anthropologist who lived with the region for most of a decade. Now 110 were killed in a village attacked precisely while its young men had gathered elsewhere.</p>	

Gathering Evidence—Perspectives of the Dinka and the Nuer

<p>7. Tradition in both tribes held that causing a death created “spiritual <b>pollution</b>.” A bit of the blood of any man a Nuer speared to death was thought to be in the slayer, and had to be bled out of the upper arm by an earth priest. To drink or eat before reaching the priest was to die.</p>	<p>f. Talk with a partner: In paragraph 12, the text says “The elders, however, could.” What could the elders do? (Hint: reread paragraph 11.)</p>
<p>8. But that was for a death by spear, pressed into victim by one’s own muscle and bone. What to do about death by bullets—“a gun’s calves,” as the word translated from Nuer? Rebel commanders argued to chiefs that a gun death carried no individual responsibility, that traditional belief did not apply in a “government war.”</p>	
<p>9. And the <b>guerrillas</b> came to see it the same way. “They believe, “The ghost of the deceased will not haunt me, because I did not kill with a spear,”” said Telar Deng, an American-educated Dinka judge.</p>	
<p>10. Once removed from its moral consequences, killing became easier. Jok Madut Jok, an assistant professor of history at Loyola Marymount University in Los Angeles, returned to his native Dinkaland last summer to research the culture of violence. He found armed youths running <b>roughshod</b> in a society whose <b>dysfunction</b> paralleled that of inner cities 8,000 miles away: Arguments once settled by fighting with sticks were now being decided with <b>assault</b> weapons.</p>	
<p>11. The warriors, Jok said, were simply too young to remember any power but the kind that came from a gun.</p>	
<p>12. The elders, however, could.</p>	



Title of text: **EXCERPT 1** from the article “Sudanese Tribes Confront Modern War.”

**The two central characters in the novel A Long Walk to Water, Nya and Salva, are from two different tribes in South Sudan. Nya is Nuer, and Salva is Dinka. What are some similar and different perspectives of people in the Nuer and Dinka tribes?**

1. What will you be gathering evidence about? **Underline** the focusing question in the assignment above.
2. What information will you need to be able to answer the Guiding Question and to explain your answer? Turn to a partner. Look carefully at the graphic organizer as you **discuss** the answers to the questions below. **Color in** the circle next to each question after you have talked about it.

- What information will you put in the first two columns?
- Where will you get this information?
  
- What information will go in the third column?
- Where will this information come from?
  
- Why are you gathering all this information? What are you trying to figure out?

<p align="center"><b>Gathering Evidence—Perspectives of the Dinka and the Nuer (Version 1)</b></p>			
<p>What are some similar and different perspectives of people in the Nuer and Dinka tribes?</p>			
<p><i>Detail/Evidence</i> What Salva or Nya thought, said, or did</p>	<p><i>Page</i></p>	<p><i>Inference/Reasoning</i> What this shows about how culture, time, or place influenced Salva’s or Nya’s identity</p>	<p><i>Used in your writing?</i></p>
<p>Quote (Similarity or Difference?)  “Both walk the roadless plain split by the White Nile.”</p>	<p>Para. 1</p>	<p>Meaning (about Dinka? Nuer? Both?)  This quote shows that both tribes take regular journeys on paths, not roads. They both tolerate a difficult environment.</p>	
<p>Quote (Similarity or Difference?)  “Dinka and Nuer have been stealing cattle from each other for as long as anyone can remember.”</p>	<p>Para. 2</p>	<p>Meaning (about Dinka? Nuer? Both?)  This quote shows that both tribes steal from each other. It’s not like one tribe is “good” and the other tribe is “bad.” They are doing the same thing and have been doing it for a long time.</p>	
<p>Quote (Similarity or Difference?)  “Cattle raiding is a hoary [old or ancient] tradition of pastoralists throughout East Africa.”</p>		<p>Meaning (about Dinka? Nuer? Both?)</p>	
<p>Quote (Similarity or Difference?)  “the victims were almost always warriors”</p>		<p>Meaning (about Dinka? Nuer? Both?)</p>	

**Gathering Evidence—Perspectives of the Dinka and the Nuer**

<p><i>Detail/Evidence</i>  <b>What Salva or Nya thought, said, or did</b></p>	<p><i>Page</i></p>	<p><i>Inference/Reasoning</i>  <b>What this shows about how culture, time, or place influenced Salva’s or Nya’s identity</b></p>	<p><i>Used in your writing?</i></p>
<p>Quote (Similarity or Difference?)</p> <p>“Rebellious southerners formed the Sudanese People’s Liberation Army, and young Dinka and Nuer began to carry AK-47s.”</p>		<p>Meaning (about Dinka? Nuer? Both?)</p>	
<p>Quote (Similarity or Difference?)</p> <p>A quote that you identified:</p>		<p>Meaning (about Dinka? Nuer? Both?)</p>	

**Gathering Evidence—Perspectives of the Dinka and the Nuer  
(from excerpt 2)**

.....  
**Name:**  
 .....

.....  
**Date:**  
 .....

Title of text: **EXCERPT 2** from the article “Sudanese Tribes Confront Modern War.”

**The two central characters in the novel A Long Walk to Water, Nya and Salva, are from two different tribes in South Sudan. Nya is Nuer, and Salva is Dinka. What are some similar and different perspectives of people in the Nuer and Dinka tribes?**

1. What will you be gathering evidence about? **Underline** the focusing question in the assignment above.
  
2. What information will you need to be able to answer the Guiding Question and to explain your answer? Turn to a partner. Look carefully at the graphic organizer as you **discuss** the answers to the questions below. **Color in** the circle next to each question after you have talked about it.

- What information will you put in the first two columns?
- Where will you get this information?
  
- What information will go in the third column?
- Where will this information come from?
  
- Why are you gathering all this information? What are you trying to figure out?

Gathering Evidence—Perspectives of the Dinka and the Nuer  
(from excerpt 2)

Gathering Evidence—Perspectives of the Dinka and the Nuer (from Excerpt 2)			
What are some similar and different perspectives of people in the Nuer and Dinka tribes?			
<i>Detail/Evidence Quote (Similarity or Difference?)</i>	<i>Para.</i>	<i>Inference/Reasoning Meaning (about Dinka? Nuer? Both?)</i>	<i>Used in your writing?</i>
“Until 1991, the guns were used mostly against northerners.”	4	Both the Dinka and Nuer were fighting whom? Why?	
“Children, women and the elderly used to be off-limits during raids.”			
“A bit of the blood of any man a Nuer speared to death was thought to be in the slayer, and had to be bled out of the upper arm by an earth priest.”			
“They believe, ‘The ghost of the deceased will not haunt me, because I did not kill with a spear.’”			
“He found armed youths running roughshod in a society whose dysfunction paralleled that of inner cities 8,000 miles away”			
A second quote that you identified:			

3. Reread the text, and **look** for information that will help you to complete the graphic organizer. Decide whether to add that evidence to the chart.

.....  
**Name:**

.....  
**Date:**

Now that you have gathered evidence from the text, it’s time to use that evidence to make meaning and answer rich questions.

1. Read the text-dependent question. Example constructed-response question:

**How did the coup in the rebel army affect the conflict between the Dinka and the Nuer tribes?**

*Review* your Gathering Evidence graphic organizer and Select evidence (quotes) from the left-hand column. Example evidence from the text (quote):

**Bottom of Page 1: “A Nuer rebel officer, Riek Machar, tried to topple the rebels’ supreme commander, a Dinka named John Garang. When the coup failed, the rebel escaped with forces loyal to him, mostly Nuer.”**

Copy or explain more about your inference/reasoning related to that evidence from the right-hand column. Example thinking about this evidence:

**In the war, the Nuer and Dinka were on the same side (the rebels). But even though they were on the same side, they had different perspectives. A Nuer officer tried to overthrow the Dinka leader. Ultimately, both tribes are most loyal to their own tribe, not the military side they are on.**

**NOW YOU TRY:**

1. *Read* the text-dependent question.

Example constructed-response question:

What impact did the use of guns have on the conflict between the Dinka and the Nuer tribes?

2. *Review* your Gathering Evidence graphic organizer and Select evidence (quotes) from the left-hand column

Example evidence from the text (quote):

3. *Copy or explain more about* your inference/reasoning related to that evidence from the right-hand column

Example thinking about this evidence:

Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps

By Stephen Buckley, *Washington Post* Foreign Service

Sunday, August 24, 1997; Page A1

EXCERPT 1:

The dancing begins at 7:25 a.m. as the thump of a drum splits the cool morning air in the Mangalatore camp for the displaced. A bull’s horn wails. A swell of song fills the air. Young men run and leap, legs splayed, Jordanesque, heads rising above the hopping, singing, chanting, ululating crowd.

Hundreds of Dinka tribesmen and women have gathered at the Duk-Fuel family compound for a traditional dowry celebration. But the occasion is marred by what is missing: There will be no cattle given to the Duk-Fuel family today, historically the central transaction at this ritual.

The Duk-Fuels must settle instead for cautious promises.

The family whose boy wants to marry a Duk-Fuel girl vows to give plenty of cattle when the four-decade-old war in this, Africa’s largest country, someday ends. “We will honor our agreement,” the boy’s uncle says.

For all its joy, the dowry ritual reminds these Dinka families that the war has robbed them of a symbol central to their identity and culture—cattle.

Mabil Duk-Fuel sits in the family compound next to his niece Nyandier Duk-Fuel, 17. Joining them are Mabil’s brother Mayar and another niece, Agot. Both girls will marry soon, although the next day’s dowry ceremony is primarily for Nyandier.

The men say the absence of cattle has transformed the dowry process. Negotiations [agreements; discussions] used to be held in which the boy’s family agreed to give cows, sometimes as many as 100, to the Dinka girl’s relatives; several families would make such overtures [proposals; offers] toward a single girl, in a process akin to competitive bidding.

Nowadays the negotiations are still held, but they are about handshakes and pledges. There is no livestock available to change hands.

Holding the ceremony without cattle, Mabil says, reminds Dinkas that they have no property. “You cannot regain your land,” he says through an interpreter. “That is the great loss. We hope our leaders are working hard to get us back our land.”



Dinka bride-to-be Nyandier Duk-Fuel. (By Carol Guzy/Washington Post)



Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps

By Stephen Buckley, *Washington Post* Foreign Service  
Sunday, August 24, 1997; Page A1

**EXCERPT 2:**

Before the war caused institutions to collapse in southern Sudan, the Dinka were not only farmers and cowherds, but also high court judges and civil administrators and doctors. They were the south’s richest and proudest tribe.

The cow has always been the focus of their culture. Cattle stood at the heart of virtually every important tradition and ceremony in Dinka life. Myths rose up around the animal. The Dinka wrote songs about it. They created dances to honor

it.

Dinka see the animal as the highest form of wealth.

Today some Dinka retain their cattle, but many have lost their herds, which were killed in fighting or abandoned during the rush to camps for the displaced.

**A Life Shattered**

The loss has pierced the Dinka, so much so that they have altered their governing myths. Stories that once celebrated the tribe’s greatness—they believed they were a people favored by God—now describe a people full of dismay and self-doubt. One story, about how the Dinka came to love cattle, has been turned into a tale of woe, in which God is punishing the tribe for devoting so much of itself to the animal.

“They have been shattered,” said Francis Deng, a Dinka who is a senior fellow at the Brookings Institution in Washington. “They see themselves in a negative light for the first time. You can see how the war has torn at their self-confidence, their sense of dignity.”



The Dinka of Mangalatore camp for the displaced have lost all their cattle, a measure of their wealth, to the war. They now have been forced to cultivate the land instead. (By Carol Guzy/*Washington Post*)

What is one strategy on our “Things Close Readers Do” chart that helps me the most when I read a text to gather and select evidence to support my analysis? Why is this strategy most helpful to me?

# Education



**WAKE COUNTY**  
**PUBLIC SCHOOL SYSTEM**

## **Grade 7: Module 1: Unit 2**

Make one appointment at each location:



Public domain map courtesy of the University of Texas Libraries.

*Note: This map shows Sudan, South Sudan, and the surrounding countries today. When Salva was a boy, South Sudan was part of Sudan. In 2011, South Sudan became an independent country.*

In Juba, South Sudan:

In Kenya:

In Ethiopia:

In Khartoum, Sudan:

By the White Nile:

## What is theme?

The **theme** of a book is the message or the lesson that the author is trying to convey. It is different from the plot, which is the events that happen in the book.

A theme has the following characteristics:

- It is a message or lesson about life that is broadly applicable—it is true for situations beyond the story.
- It is a statement, not just a topic. That is, *friendship* is not a theme. However, *friendship can bring comfort in times of hardship* could be a theme.
- Different books or movies can have similar themes. For example, *Little Red Riding Hood* and *Hansel and Gretel* both convey the message that you should be careful about who you trust, because people may not share their true intentions. The plots of these fairy tales are quite different, but their themes are similar.

## Directions

Read through the list of common themes in literature with your partner. Decide which three might be themes in *A Long Walk to Water*. Be prepared to explain why you selected each one.

4. Nature can present many challenges to humans.
5. We cannot escape our fates.
6. Family is our most important support.
7. Love is what makes life worth living.
8. Dangerous situations can make people become leaders.
9. To be truly happy, you must do what you know is right, even if it is unpopular.
10. People often do not appreciate what they have until it is gone.
11. Water is our most important resource.
12. In wartime, ordinary rules and routines vanish.
13. Individuals are able to survive in challenging environments in remarkable ways.
14. All people have the same basic needs.
15. Sometimes we have to abandon things that are important to us in order to survive.

Sources:

Rachel Mork, “12 Most Common Themes in Literature” [www.life123.com](http://www.life123.com);

“Literature,” [www.learner.org](http://www.learner.org);

Angela Bunyi, “Finding THE Message: Grasping Themes in Literature,” [www.scholastic.com](http://www.scholastic.com)

Challenges and Survival Factors in *A Long Walk to Water*

List the challenges that Nya and Salva face and the factors that help them to survive.

CHALLENGES	SURVIVAL FACTORS
Salva’s village was attacked	Salva’s teacher told the boys to run away from the village
No clean water near where Nya’s family lives	Nya walks to get water every day
Salva is alone - no family/adult to take care of him	Other people help Salva
Salva and people travelling with him don’t have enough food	Salva and his group find food (honey)
	Salva makes a friend (Marial)







Directions: Look at today’s learning targets and circle the one that you think you have made progress meeting. Explain how you know you have made progress on that learning target.

TODAY’S LEARNING TARGETS:

1. I can effectively engage in discussions with different Discussion Appointment partners.
2. I can identify “theme” as it applies to *A Long Walk to Water*.

**CHAPTER 6**

<b>PART 1: GIST NOTES</b>		
<b>Chapter and page numbers</b>	<b>What Nya's story is about</b>	<b>What Salva's story is about</b>
6		

Word/Phrase	Page	Definition
<b>generation</b>	33	The average amount of time between the birth of a person and the birth of their children
makeshift	33	
hopes were dashed	34	
solemn	35, 37	
topi	36	
aroma	36	
cold fist gripped his heart	38	
<b>Other new words you encountered:</b>	47	

Please complete this task individually. Please refer to the pages you read last night for homework and to your Reader's Dictionary.

1. *That very day he shot a young antelope, the kind called a topi.*

What does *topi* (page 33) mean? Underline the phrase in the sentence that helped you figure that out.

2. What does *solemn* (page 35) mean? What on the page tells you that?

# READING CLOSELY: GUIDING QUESTIONS

<p><b>APPROACHING TEXTS</b></p> <p>Reading closely begins by considering my specific purposes for reading and important information about a text.</p>	<p><b>I am aware of my purposes for reading:</b></p> <ul style="list-style-type: none"> <li>• Why am I reading this text?</li> <li>• In my reading, should I focus on:             <ul style="list-style-type: none"> <li>⇒ The content and information about the topic?</li> <li>⇒ The structure and language of the text?</li> <li>⇒ The author's view?</li> </ul> </li> </ul>	<p><b>I take note of information about the text:</b></p> <ul style="list-style-type: none"> <li>• Who is the author?</li> <li>• What is the title?</li> <li>• What type of text is it?</li> <li>• Who published the text?</li> <li>• When was the text published?</li> </ul>
<p><b>QUESTIONING TEXTS</b></p> <p>Reading closely involves:  <b>1) initially questioning a text to focus my attention on its structure, ideas, language and perspective then</b>  <b>2) questioning further as I read to sharpen my focus on the specific details in the text</b></p>	<p><b>I begin my reading with questions to help me understand the text and I pose new questions while reading that help me deepen my understanding:</b></p> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• How is the text organized?</li> <li>• How has the author structured the sentences and paragraphs?</li> <li>• How do the text's structure and features influence my reading?</li> </ul> <p><b>Topic, Information and Ideas:</b></p> <ul style="list-style-type: none"> <li>• What information/ideas are presented at the beginning of the text?</li> <li>• What information/ideas are described in detail?</li> <li>• What stands out to me as I first examine this text?</li> </ul>	<ul style="list-style-type: none"> <li>• What do I learn about the topic as I read?</li> <li>• How do the ideas relate to what I already know?</li> <li>• What is this text mainly about?</li> <li>• What information or ideas does the text present?</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• What words or phrases stand out to me as I read?</li> <li>• What words and phrases are powerful or unique?</li> <li>• What do the author's words cause me to see or feel?</li> </ul> <p><b>Perspective:</b></p> <ul style="list-style-type: none"> <li>• What words do I need to define to better understand the text?</li> <li>• What words or phrases are critical for my understanding of the text?</li> <li>• What words and phrases are repeated?</li> <li>• Who is the intended audience of the text?</li> <li>• What is the author saying about the topic or theme?</li> <li>• What is the author's relationship to the topic or themes?</li> <li>• How does the author's language show his/her perspective?</li> </ul>
<p><b>ANALYZING DETAILS</b></p> <p>Reading closely involves:  <b>1) thinking deeply about the details I have found through my questioning to determine their meaning, importance, and the ways they help develop ideas across a text; 2) analyzing and connecting details leads me to pose further text-specific questions that cause me to re-read more deeply.</b></p>	<p><b>I analyze the details I find through my questioning:</b></p> <p><b>Patterns across the text:</b></p> <ul style="list-style-type: none"> <li>• What does the repetition of words or phrases in the text suggest?</li> <li>• How do details, information, or ideas change across the text?</li> </ul> <p><b>Meaning of Language:</b></p> <ul style="list-style-type: none"> <li>• How do specific words or phrases impact the meaning of the text?</li> </ul>	<p><b>Importance:</b></p> <ul style="list-style-type: none"> <li>• Which details are most important to the overall meaning of the text?</li> <li>• Which sections are most challenging and require closer reading?</li> </ul> <p><b>Relationships among details:</b></p> <ul style="list-style-type: none"> <li>• How are details in the text related in a way that develops themes or ideas?</li> <li>• What does the text leave uncertain or unstated? Why?</li> </ul>

From Odell Education's "Reading Closely for Details: Guiding Questions" handout. Used by permission.

**CHAPTERS 7 and 8**

<b>PART 1: GIST NOTES</b>		
<b>Chapter and page numbers</b>	<b>What Nya's story is about</b>	<b>What Salva's story is about</b>
7		
8		

**CHAPTERS 7–8**

Word/Phrase	Page	Definition
terror	40	
puzzled	42	
reeds	43	
papyrus	43	
shallow canoes	43	
prow	44	The front of a boat
monotonous	46	
abundance	47	

Word/Phrase	Page	Definition
massed	49	
gourd	50	A round fruit whose shell can be used as a container
desperate	50	
Other new words you encountered:		



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Please complete this task individually. Please refer to the pages you read last night for homework and to your Reader’s Dictionary.

“Salva staggered forward with yet another enormous load of reeds in his arms. Everyone was busy. Some people were cutting down the tall papyrus grass by the water’s edge. Others, like Salva, gathered up the cut stalks . . .” (p. 43)

1. What do the words *reed* and *papyrus* mean?

Underline the parts of the excerpt that could help you figure this out.

2. What does *abundance* mean? What did you find on page 47 that helped you figure it out?

**CHAPTERS 9 and 10**

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**PART 1: GIST NOTES**

Chapter and page numbers	What Nya's story is about	What Salva's story is about
9		
10		

Word/Phrase	Page	Definition
shrubs	52	Small bushes
endured	52	
been reduced to	52	
relentless	52	
<b>arid</b>	52	Dry
lag	53	
<b>vulture</b>	59	A bird that eats dead animals
corpses	59	
<b>refugee camp</b>	60	A temporary place to live, usually made up of tents, for large numbers of people who have fled their countries
spark of hope	61	
vision	61	
receding	61	
<b>ritual scarring</b>	62	A scar made on purpose to show identity, a tradition in coming-of-age ceremonies in some places
<b>Other new words you encountered:</b>		

**Gathering Textual Evidence – How do Salva and Nya survive in a challenging environment in *A Long Walk to Water*?**

The two central characters in *A Long Walk to Water* are named Nya and Salva. The author of the novel, Linda Sue Park, includes a short section in each chapter that is written from Nya’s perspective, and the remainder of the chapter is written from Salva’s perspective. What factors allow the two characters to survive in challenging environments?

1. What will you be gathering evidence about? Underline the focusing question above.
2. What information will you need to be able to answer the focusing question and to explain your answer? Turn to a partner. Look carefully at the graphic organizer as you discuss the answers to the questions below. **Color** in the circle next to each question after you have talked about it.
  - o What information will you put in the first two columns? Where will you get this information?
  - o What information will go in the remaining columns? Where will this information come from?
  - o Why are you gathering all this information? What are you trying to figure out?

**Chapter 9-10**

<i>Detail/Evidence</i>	<i>Page &amp; chapter</i>	<i>Explanation</i> Put the quote in context: to which event in the story does this connect?	<i>Significance</i> Which idea on the anchor chart does this quote connect to? Why?	<i>Used in your writing?</i>
Quote (About Nya or <u>Salva</u> ?) “Eh, Nephew!” he said in a cheerful voice. We are together now, so I will look after you.”	35, ch. 6	Explanation Salva had been travelling alone. One day, he met his uncle, who had been traveling with the same group he was in. Once he met his uncle, he had someone to take care of him and he was much less scared.	Significance	
Quote (About <u>Nya</u> or Salva?) “So Nya and her mother had taken Akeer to the special place – a big white tent full of people who were sick or hurt, with doctors and nurses to help them.”	45, ch. 8	Explanation Akeer is Nya’s sister. She is sick because she drank contaminated water. Her family took her to the medical clinic, which was several days’ journey away.		

Gathering Textual Evidence – How do Salva and Nya survive in a challenging environment in *A Long Walk to Water*?

<i>Detail/Evidence</i>	<i>Page &amp; chapter</i>	<i>Explanation</i> Put the quote in context: to which event in the story does this connect?	<i>Significance</i> Which idea on the anchor chart does this quote connect to? Why?	<i>Used in your writing?</i>
Quote (About Nya or <u>Salva</u> ?)		Explanation	Significance	
Quote (About <u>Nya</u> or Salva?)				
Quote (About <u>Nya</u> or Salva?)				



**CHAPTERS 11-13**

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**PART 1: GIST NOTES**

Chapter and page numbers	What Nya's story is about	What Salva's story is about
11		
12		
13		

<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
<b>scythed</b>	64	Cut with a long, curved blade
doubtful	64	
boldly	65	Without being afraid
<b>grudgingly</b>	66	Unwillingly
<b>masses</b>	66	Large groups
<b>emaciated</b>	68	Very thin from not getting enough to eat
mingle	71	
despair	72	
<b>skittered</b>	73	To move lightly and quickly, like a little animal
<b>government collapse; government fall</b>	73	When the people who are in charge in a county lose power
stampede	74	
<b>borehole</b>	76	A deep hole drilled into the ground
<b>earnestly</b>	76	seriously and honestly
welter	79	Large and confusing group
plagued	80	
peril	80	
<b>Other new words you encountered:</b>		



**GRADE 7: MODULE 1: UNIT 2: LESSON 4**

**Gathering Textual Evidence – How do Salva and Nya survive in a challenging environment in *A Long Walk to Water*? (Chapters 9–10)**

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

Date: \_\_\_\_\_

<i>Detail/Evidence</i>	<i>Page &amp; chapter</i>	<i>Explanation</i> Put the quote in context: to which event in the story does this connect?	<i>Significance</i> Which idea on the anchor chart does this quote connect to? Why?	<i>Used in your writing?</i>
Quote (About Nya or <u>Salva</u> ?)		Explanation	Significance	
Quote (About <u>Nya</u> or Salva?)				

Directions

- You will be given a question to think about.
- Then you will physically “take a stand”: go to the spot in the room that is designated for that opinion.
- You will be asked to justify your decision. Why do you think what you think?
- If you hear someone else say something that changes your thinking, you may move to the spot in the room that designates your new opinion.

The prompt:

**Salva survives the desert crossing mostly because he is lucky. His personal qualities, such as bravery and persistence, have little to do with his survival.**

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**Name:**

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How does Park’s decision to juxtapose Salva and Nya in *A Long Walk to Water* help us better understand each character’s point of view? Support your answer with at least one specific comparison from the book so far.

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**Name:**

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**Date:**

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Please complete this task individually. Refer to your Reader's Dictionary and the pages you read last night for homework.

1. What does *despair* mean? Why does Salva feel despair? What is the relationship between *despair* and *desperate*?

2. Why is it dangerous to be in a *stampede*?

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**Focus Question:** How does persistence help Salva survive in a difficult environment?

**Directions:** Select a scene and strong quote to illustrate how persistence helps Salva survive a challenge he faces in *A Long Walk to Water*. Then write your answer to the focus question, explaining the situation that Salva is facing and how his persistence helps him.

**Example:**

Salva’s persistence is one factor in how he survives in a difficult environment. One place in the text where we see this is when Salva is crossing the desert with a group of refugees. This is a long, difficult crossing that will take at least three days. On the first day, Salva’s only pair of shoes falls apart. He has to decide how to cope with this. The author writes, “After only a few minutes, Salva had to kick off the flapping shreds and continue barefoot” (52). Salva’s taking off his shoes shows real persistence. Instead of just giving up, he decides to go barefoot to continue his hike across the desert. Because of his persistence, Salva is able to continue and to survive.

**Your Turn:**

**Gathering Textual Evidence – How do Salva and Nya survive in a challenging environment in *A Long Walk to Water*? Chapters 11-13**

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

Date: \_\_\_\_\_

<i><b>Detail/Evidence</b></i>	<i><b>Page &amp; chapter</b></i>	<i><b>Explanation</b></i> <b>Put the quote in context: to which event in the story does this connect?</b>	<i><b>Significance</b></i> <b>Which idea on the anchor chart does this quote connect to? Why?</b>	<i><b>Used in your writing?</b></i>
Quote (About <u>Nya</u> or <u>Salva</u> ?)		Explanation	Significance	
Quote (About <u>Nya</u> or <u>Salva</u> ?)				

**CHAPTERS 14 and 15**

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**PART 1: GIST NOTES**

Chapter and page numbers	What Nya's story is about	What Salva's story is about
14		
15		

Word/Phrase	Page	Definition
isolated	84	
orphaned	84	
refugee	84	
aid worker	85	
<b>abruptly</b>	94	
<b>braced</b>	95	Hold onto something to stay steady; to prepare for something difficult
<b>frigid</b>		
<b>Other new words you encountered:</b>		



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**Name:**

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**Date:**

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Please complete this task individually. Please refer to the pages you read last night for homework and to your Reader’s Dictionary.

“Kakuma had been a dreadful place, isolated in the middle of a dry, windy desert.” (84)

1. What does the word *isolated* mean? Underline the parts of the excerpt that could help you figure this out.
  
2. What does *aid worker* mean? What did you find on pages 85 and 86 that helped you figure it out?

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**CHAPTERS 16-18**

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**PART 1: GIST NOTES**

Chapter and page numbers	What Nya’s story is about	What Salva’s story is about
16		
17		
18		

<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
bewildering	98	
destruction	99	
aid organization	100	An organization that tries to help people, especially people who live in poor or war-torn countries
relief agency	100	An organization that tries to help people who are in urgent need, perhaps because of a war or a famine
remote	100	
clinic	100	
contaminated	106	
Other new words you encountered:		

**Gathering Textual Evidence—How do Salva and Nya survive in a challenging environment in *A Long Walk to Water*?**

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

Date: \_\_\_\_\_

Chapters 14-15

<i><b>Detail/Evidence</b></i>	<i><b>Page &amp; chapter</b></i>	<i><b>Explanation</b></i> <b>Put the quote in context: to which event in the story does this connect?</b>	<i><b>Significance</b></i> <b>Which idea on the anchor chart does this quote connect to? Why?</b>	<i><b>Used in your writing?</b></i>
Quote (About Nya or <u>Salva</u> ?)		Explanation	Significance	
Quote (About <u>Nya</u> or Salva?)				

**Gathering Textual Evidence—How do Salva and Nya survive in a challenging environment in *A Long Walk to Water*?**

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

**Date:** \_\_\_\_\_

Chapters 16-18

<i><b>Detail/Evidence</b></i>	<i><b>Page &amp; chapter</b></i>	<i><b>Explanation</b></i> <b>Put the quote in context: to which event in the story does this connect?</b>	<i><b>Significance</b></i> <b>Which idea on the anchor chart does this quote connect to? Why?</b>	<i><b>Used in your writing?</b></i>
Quote (About Nya or <u>Salva</u> ?)		Explanation	Significance	
Quote (About <u>Nya</u> or Salva?)				

**Learning Target:** I can compare the accounts of survival in “Time Trip: Sudan’s Civil War” and *A Long Walk to Water*.

Independently, write a paragraph response to the question below. Cite evidence from the article “Time Trip: Sudan’s Civil War” to support your thinking.

What challenges to survival are mentioned in both “Time Trip: Sudan’s Civil War” and *A Long Walk to Water*?

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Please complete this task individually. Please refer to the pages you read last night for homework and to your Reader’s Dictionary.

“I can compare and contrast the accounts of survival in “Time Trip: Sudan’s Civil War” and *A Long Walk to Water*.”

1. What does the word *contrast* mean? Underline the parts of the learning target that could help you figure this out.

**Comparing Historical and Fictional Experiences in Sudan**

<b>Experience in “Time Trip: Sudan’s Civil War”</b>	<b>Experience in A Long Walk to Water</b>



.....  
**Name:**

.....  
**Date:**

**Learning Target:** I can analyze how Linda Sue Park used or altered history in *A Long Walk to Water*.

Independently, write a response to the questions below.

1. What is one example of the way Linda Sue Park altered history in *A Long Walk to Water*?

2. Why might Linda Sue Park make the choice to alter history in *A Long Walk to Water*?



Both of the following texts are from the website of an organization called Water for South Sudan. Some vocabulary words have been defined for you in the right hand column; make sure to use these definitions as you read the text closely. After you read each section of text, answer the questions.

**Vocabulary to Preview**

**Borehole:** a deep hole drilled in the ground

**Remote:** far away from where other people live

**Initiative:** the ability to make decisions and take action on your own

Text	Questions
<p>Who We Are: Mission  <a href="http://waterforsudan.org/mission/">http://waterforsudan.org/mission/</a></p> <p>Water for South Sudan, Inc., based in Rochester, New York, USA, is a not-for-profit 501(c)(3) corporation founded in 2003. . . .</p> <p><u>Our mission is simple: drill borehole wells which bring safe drinking water to the people in South Sudan’s remote villages, transforming lives in the process.</u> This mission is inspired and led by our founder, former “Lost Boy” Salva Dut. . . .</p> <p>Water for South Sudan, Inc., follows this basic principle: the ethical and moral way to create lasting change is to respect and empower people’s capacity to transform their own lives.</p> <p>We are committed to creating hope and building initiative alongside the people we serve. . . .</p>	<p>What does <i>mission</i> mean?</p> <p>What does <i>transform</i> mean?</p> <p>Rewrite the underlined sentence in your own words, making sure to not use the words <i>mission</i> or <i>transform</i>.</p> <p>What is a <i>principle</i>?</p> <p>What does it mean to <i>empower</i> someone?</p> <p>How does Water for Sudan connect to the novel <i>A Long Walk to Water</i>?</p>

**Vocabulary to Preview**

**Borehole:** a deep hole drilled in the ground

**Equity:** an investment you make in a business or idea

(Note: In other contexts, this word can mean “equality” or “justice.”)

**War-ravaged:** damaged by war

Text	Questions
<p>Water for Sudan: What We Do  <a href="http://waterforsudan.org/empowering-villages/">http://waterforsudan.org/empowering-villages/</a></p> <p>South Sudan is not as well-known as Sudan’s Darfur region but its people have much in common with their fellow Sudanese in that region: a harsh desert climate, a war-ravaged environment, and lack of safe, drinkable water. Before South Sudan gained independence in 2011, both were part of Africa’s largest country, and The Republic of South Sudan is now one of the world’s poorest.</p> <p>As of May 2012, Water for South Sudan has drilled 137 borehole wells in South Sudan, bringing clean, safe water to tens of thousands of people in remote villages. A single well may serve several thousand people.</p> <p>People in the villages where Water for South Sudan operates become partners in the process of making safe, drinkable water available there.</p> <p>Villagers provide free, “sweat equity” labor, from unloading trucks and carrying supplies to lugging heavy bags of rocks then pounding them into needed gravel.</p>	<p>What does <i>sweat equity</i> mean?</p> <p>Who are the village elders? Why might they help decide where to put the well?</p> <p>Why does the article say that the people in the villages “become partners in the process of making safe, drinkable water available”?</p> <p>What does <i>renewed</i> mean in this text?</p>

Text	Questions
<p>Village elders help determine a well’s location and appoint one of their people to maintain the completed well and its pump. The Water for South Sudan team trains that well manager and provides spare parts.</p> <p>The result is a village renewed by its own efforts with increased confidence that its people can continue to transform their own lives.</p>	<p>Rewrite the final sentence of this text in your own words.</p>

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**Name:**  
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**Date:**  
.....

Take out your homework and compare the definitions you wrote in the right hand column with the ones below, and then correct your paper as necessary.

*Mission:* purpose

*Transform:* completely change

*Empower:* give someone more control over their own life

*Principle:* a belief about what is right or wrong

*Renewed:* feeling strong and able to start again

When you and your partner are finished, discuss these questions:

“What is an experience that has transformed you?”

“What is an experience that has empowered you?”



# FORMING EVIDENCE-BASED CLAIMS

Name ..... Date .....

<b>FOCUSING QUESTION</b>	What factors made survival possible for Salva in <i>A Long Walk to Water</i> ?
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DETAIL FROM NOVEL	DETAIL FROM NOVEL	DETAIL FROM NOVEL
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MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL
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<b>HOW I CONNECT THESE DETAILS</b>	..... ..... ..... .....
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 <b>CLAIM</b>	..... ..... .....
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Focusing Question:

What challenges did Salva face in *A Long Walk to Water*?

1. Linda Sue Park’s novel, *A Long Walk to Water*, tells the story of one of the thousands of Lost Boys of Sudan. These boys ran from their villages during the Second Sudanese Civil War in the 1980s and had to keep moving from country to country to escape the violence of the war. Park’s main character, Salva, is based on a real person who did survive this long journey **despite** the challenges of the war, the loss of his family, and the **hostile** environment of Southern Sudan. 5. The first challenge Salva faced was the **brutality** of the Second Sudanese Civil War. He didn’t really understand what the war was about, but on an ordinary school day, it came to his village. At the sound of gunfire, his school teacher ordered the boys to “Go quickly.... Into the bush.... 10. Not home. Don’t run home. They will be going into the villages. Stay away from the villages—run into the bush” (Park 6). The teacher was telling them to stay away from where the soldiers were attacking people. He hoped they could hide or escape from the danger. Salva did what the teacher asked and ran into the wilderness of the bush with the other boys. He didn’t know what happened to his family. He only knew that he couldn’t go back home where “a huge black cloud of smoke rose” (8) as a plane flew overhead. The war had thrown him, a frightened 11 year-old 15. boy, into the bush with strangers who were also running away. The war has challenged him by making him a refugee.

Once Salva ran from his village and joined a group of others, he faced another huge challenge. 20. He was alone without his family. He was not really old enough to take care of himself so he had to rely on adults in the group of refugees. He looked for people from his village, hoping to find some family members, but none of them were there. When soldiers surrounded the refugees, they took the men and older boys but left Salva with the women and children. As he travelled 25. with them, he worried and wondered, “Where are we going? Where is my family? When will I see them again?” (12). Because he had no family and was still a child, he was considered a burden to the others and they soon left him alone to  **fend** for himself. He eventually did find his uncle in one of the groups, but his uncle was soon shot by soldiers, leaving Salva alone, without 30. any family once again. To be so alone with no one to help him was a very tough challenge for Salva.

In his long journeys, first to Ethiopia and then then to Kenya, Salva faced another daunting challenge: the landscape of Southern Sudan. This part of Africa is made up of swampland, plains 35. where lions live, dangerous rivers full of crocodiles, and deserts. Walking across this land, the refugees never had enough food or water. At one point, Salva’s group came upon men who were dying of thirst. Some women in his group offered water to these men, but most people did not because they were told, “If you give them your water, you will not have enough for yourself! It is useless—they will die, and you will die with them!” (56). Obviously, the **parched** and hostile land of Sudan was not easy to travel through for young, orphaned Salva.

Park, Linda Sue. *A Long Walk to Water*. New York: Clarion Books, 2010.

3. You must use quotation marks around **ANY** sentences you use from another writer’s work.
4. You should introduce a quote with the name of the speaker or author. If you are using only one source and name the author in the beginning of your paper, you do not have to give the author’s name with each quote.
5. You may introduce a quote by saying something like, Salva said, “\_\_\_\_\_.”
6. Remember to separate the speaker from the quote with a comma if the quote is not blended into your sentence.
7. You may use an author’s whole name or last name to introduce a quote, but do not use the author’s first name alone. You do not know the writer that well!
8. Punctuation usually goes inside the final quotation marks. See the examples.
9. You may work a quote into your sentence. **Example:** Salva couldn’t go back home, where “a huge black cloud of smoke rose” (8) as a plane flew overhead.
10. Try to work quotes smoothly into your sentences. See the example for #9.
11. If you quote only part of a sentence, and it isn’t clear that the part you quote is not a complete sentence, put an ellipsis to show that you are not quoting a whole sentence. Ellipsis is three periods in a row to show where something is missing. **Example:** When her sister got sick, Nya remembered that “Most of the adults and older children who fell ill recovered ...” (39), but she was afraid for her sister anyway.
12. Give the page number where the quote is in the text. Write the page number in parentheses after the quote.
13. Be sure to show your own thinking about the quote (analysis/explanation). (We will talk about this more later.)



<b>Grade 6–8 Expository Writing Evaluation Rubric</b>			
Criteria	SCORE		
	4 Essays at this level:	3 Essays at this level:	This means, in my informational essay, I need to ...
<b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)	— clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)	
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided texts to support analysis and reflection	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	—exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented	

CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	
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### GRADE 6-8 EXPOSITORY WRITING EVALUATION RUBRIC

Word/Phrase	Page	Definition
content	1	the ideas, facts, or opinions that are contained in a speech, piece of writing, film, program, etc.
extent	1, 2, 3, 4	used to say how true, large, important or serious something is Ex: <i>The extent of his injuries was not clear immediately.</i>
conveys	1	to communicate or express something Ex: <i>The TV ad conveys the message that thin is beautiful.</i>
compelling	1	very interesting or exciting, so that you have to pay attention Ex: <i>The movie's story was very compelling.</i>
task	1	a piece of work that must be done Ex: <i>I was given the task of building a fire.</i>
insightful	1	showing that you understand what a text, situation or person is really like Ex: <i>Steve's comments about the story were very insightful.</i>
comprehension	1	understanding Ex: <i>They don't have the least comprehension of what I'm trying to do.</i>
logically (opposite: illogically)	1, 3	seeming reasonable and sensible, ideas are in a clear order Ex: <i>He could logically present his argument for dessert to his mom.</i> opposite: <i>Not reasonable, sensible or clearly put together</i>
Other new words you encountered:		



<b>WORDS FROM GRADE 6-8 EXPOSITORY WRITING EVALUATION RUBRIC</b>		
<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
command	2	control Ex.: <i>John had command of his emotions and never had an angry outburst.</i>
relevant (opposite: irrelevant)	2	directly relating to the subject or problem being discussed or considered Ex: <i>Every detail in Sally’s paper was relevant to the claim she made.</i> Opposite: not related to the subject being discussed
concrete details	2	definite and specific examples Ex: <i>Using quotes in an essay is giving concrete examples to support your claim.</i>
sustain	2	to make something continue to exist or happen for a period of time, maintain something Ex: <i>A writer must sustain the main idea through an essay.</i>
varied (noun: variety)	2	consisting of or including many different kinds of things or people, especially in a way that seems interesting (variety: a selection of different things, or different ways of doing something) Ex: <i>Use varied details in your essay to support your claim.</i>
partially	2	not completely Ex: <i>If you only give one detail, you are only partially supporting your ideas.</i>
textual evidence	2	proof that comes from a written piece Ex: <i>Quotes from the novel count as textual evidence for your claim.</i>
consistently (opposite: inconsistently)	2, 3	the quality of always being the same, doing things in the same way throughout a piece of work Ex: <i>Jeff consistently used good vocabulary when he wrote.</i> Opposite: <i>changing ideas, claims or style in the middle of an essay.</i>
minimal	2, 4	very small in degree or amount, especially the smallest degree or amount possible Ex: <i>If you use a minimal number of details, your essay will not prove your ideas completely.</i>
valid (opposite: invalid)	2	a reason, argument etc that is based on what is reasonable or sensible Ex: <i>The idea that South Sudan is a dangerous place is valid.</i> Opposite: something that is not logical or reasonable
Other new words you encountered:		

**WORDS FROM GRADE 6-8 EXPOSITORY WRITING EVALUATION RUBRIC**

Word/Phrase	Page	Definition
Coherence (opposite: incoherence)	3	when something such as a piece of writing is easy to understand because its parts are connected in a clear and reasonable way Opposite: when something is hard to understand or does not make sense
style	3	a particular way of doing, designing, or producing something
complex ideas	3	consisting of many different parts
concepts	3	an idea of how something is, or how something should be done
precise	3	precise information, details etc are exact, clear, and correct
appropriate (opposite: inappropriate)	3	correct or suitable for a particular time, situation, or purpose Opposite:
transitions	3	words or phrases that help a writer connect one idea to another so a reader can follow the writer's thinking
unified	3	when things are connected, joined
enhance	3	to improve something
exhibit	3	to clearly show a particular quality, emotion, or ability
predominantly	3	mostly or mainly



Focusing Question:

What challenges did Salva face in *A Long Walk to Water*?

1. Linda Sue Park’s novel, *A Long Walk to Water* tells the story of one of the thousands of Lost Boys of Sudan. These boys ran from their villages during the Second Sudanese Civil War in the 1980s and had to keep moving from country to country to escape the violence of the war. Park’s main character, Salva, is based on a real person who did survive this long journey **despite** the challenges of the war, the loss of his family, and the **hostile**
5. environment of Southern Sudan.  
The first challenge Salva faced was the **brutality** of the Second Sudanese Civil War. He didn’t really understand what the war was about, but on an ordinary school day, it came to his village. At the sound of gunfire, his school teacher ordered the boys to “Go quickly.... Into the bush.... Not home. Don’t run home. They will be going into the
10. villages. Stay away from the villages—run into the bush.” (6) The teacher was telling them to stay away from where the soldiers were attacking people. He hoped they could hide or escape from the danger. Salva did what the teacher asked and ran into the wilderness of the bush with the other boys. He didn’t know what happened to his family. He only knew that he couldn’t go back home where “a huge black cloud of smoke rose” as a plane flew overhead. (8) The war had thrown him, a frightened 11 year-old boy, into the bush with strangers who were also
15. running away. The war has challenged him by making him a refugee.  
Once Salva ran from his village and joined a group of others, he faced another huge challenge. He was alone without his family. He was not really old enough to take care of himself so he had to rely on adults in the group of refugees. He looked for people from his village, hoping to find some family members, but none of them were
20. there. When soldiers surrounded the refugees, they took the men and older boys but left Salva with the women and children. As he travelled with them, he worried and wondered, “Where are we going? Where is my family? When will I see them again?” (12) Because he had no family and was still a child, he was considered a burden to the others and they soon left him alone to  **fend** for himself. He eventually did find his uncle in one of the groups,
25. but his uncle was soon shot by soldiers, leaving Salva alone, without any family once again. To be so alone with no one to help him was a very tough challenge for Salva.  
In his long journeys, first to Ethiopia and then then to Kenya, Salva faced another daunting challenge: the landscape of Southern Sudan. This part of Africa is made up of swampland, plains where lions live, dangerous
30. rivers full of crocodiles, and deserts. Walking across this land, the refugees never had enough food or water. At one point, Salva’s group came upon men who were dying of thirst. Some women in his group offered water to these men, but most people did not because they were told, “If you give them your water, you will not have enough for yourself! It is useless—they will die, and you will die with them!” (56) Obviously, the  **parched** and hostile land
35. of Sudan was not easy to travel through for young, orphaned Salva.

.....  
**Name:**

.....  
**Date:**

.....  
Focusing Question: What factors made survival possible for Salva in *A Long Walk to Water*?

Introduction:

A. Hook to capture the reader's interest and attention:

B. Name the book and author. Give brief background knowledge to reader:

Claim/Thesis:

II. Body Paragraph 1: Survival Factor

Topic sentence:

Evidence 1:

Analysis 1:

Evidence 2:

Analysis 2:

Evidence 3:

Analysis 3:

Concluding sentence:

III. Body Paragraph 2: Survival Factor

Topic sentence:

Evidence 1:

Analysis 1:

Evidence 2:

Analysis 2:

Evidence 3:

Analysis 3:

Concluding sentence:

#### IV. Body Paragraph 3: Survival Factor

Topic sentence:

Evidence 1:

Analysis 1:

Evidence 2:

Analysis 2:

Evidence 3:

Analysis 3:

Concluding sentence:



### **GRADE 7: MODULE 1: UNIT 2: LESSON 14** **Planning Your Essay**

#### V. Conclusion Paragraph: summarize and make connections or explain importance

a. Restate claim/thesis

b.

c.

d.

e.

f.

g.

h.

**WORDS FROM GRADE 6-8 EXPOSITORY WRITING EVALUATION RUBRIC**

Word/Phrase	Page	Definition
conventions	4	a formal agreement, especially between countries, about particular rules or behavior <i>Ex: Standard English conventions mean that anyone who speaks English can understand what is written in English.</i>
standard English grammar	4	rules for how the English language will be spoken and written <i>Ex: In English, the subject of a sentence usually comes before the verb.</i>
emerging	4	in an early state of development <i>Ex: A student who is an emerging writer is just beginning to learn how to write well.</i>
frequent	4	happening or doing something often <i>Ex: Frequent spelling mistakes make a writer’s work hard to read and understand.</i>
hinder	4	to make it difficult for something to develop or succeed <i>Ex: Sentence fragments or run on sentences hinder a reader’s understanding of a piece of writing.</i>
valid (opposite: invalid)	2	a reason, argument etc that is based on what is reasonable or sensible <i>Ex: The idea that South Sudan is a dangerous place is valid.</i> Opposite: something that is not logical or reasonable
Other new words you encountered:		

.....  
**Name:**  
.....

**Date:**  
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**Please complete this task individually. Please refer to the pages you read last night for homework and to your Reader’s Dictionary.**

“Some of the details in this story have been fictionalized, but the major events depicted are based on Salva’s own experiences.” (*A Long Walk to Water*, Author’s Note, page 118)

1. What do the words *fictionalized* and *depicted* remind you of? What do you think they mean?

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2. Rewrite the sentence in your own words.

.....  
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.....  
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.....

**Name:**

**Date:**

Read the Author’s Note in *A Long Walk to Water*. Answer the questions below.

**Vocabulary:**

*duration*: length of time that something continues

*coalition*: two groups working together to form a government

*languished*: forced to remain and unhappy about it

*accord*: agreement

What does *displaced* mean? How can you tell?

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What does *autonomy* mean? How can you tell?

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What research did Park do in order to write this book? What were her major sources of information?

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What is the connection between the Second Sudanese Civil War and the Lost Boys?

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How was the civil war settled?

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What is Salva doing now?

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Theme: How leaders help their people

Focus: Leaders help people to make change

Uncle Jewiir	Both	Nya’s Uncle
Life challenges us...		...here in Sudan
		“Every year when the rains stopped and the pond near the village dried up...”(26).
	My people were forced to leave our village...	
...running for their lives.		...to find water.
“More than 4 million people were forced to flee their homes” (“Time Trip: Sudan’s Civil War”).		
	For my family, I would do anything.	
“You only need to walk as far as those bushes, Salva”(53).		
	I will take opportunities...	
		“...to create a future that might be different”(Water for South Sudan)
a refugee camp,		a well, a school.
	Tomorrow will be better than today...	
...for Salva.		... for Nya.

**Works Cited**

“Life and Death in Darfur: Sudan’s Refugee Crisis Continues,” in *Current Events*, April 7, 2006, 2.  
From JUNIOR SCHOLASTIC *CURRENT EVENTS*, April 7, 2006. Copyright © 2006 by Scholastic Inc. Reprinted by permission of Scholastic Inc.

Park, Linda Sue. *A Long Walk to Water*. New York: Clarion Books, 2010.

“Water for South Sudan: Schools.” © Water for South Sudan, Inc. Used by permission.

We have read a novel about South Sudan and some articles with factual information about the country, its peoples, and the Second Sudanese Civil War. Now you will have a chance to share what you have learned by writing a research-based two voice poem spoken by Nya and Salva that expresses your ideas about how these characters survived in challenging environments. In your poem you will be using details and quotes from *A Long Walk to Water* and the articles about Sudan.

Criteria for strong poems:

- Your poem explains at least one way that Salva and Nya survived in a challenging environment.
- Your poem includes lines spoken by Nya and Salva: specific lines spoken separately by each character, plus lines spoken by both characters together.
- In addition to lines you suppose the characters might say, your poem includes specific textual evidence from *A Long Walk to Water*.
- Your poem will also include quotes and details from the informational articles you read that show how Salva and Nya’s story connects to the larger context.
- You must organize your poem so it clearly expresses your view of the characters and their situations.
- You must pay attention to the details of standard English conventions appropriate to your poem.
- You must use punctuation and formatting correctly in the quotes and citations of sources.
- On a separate page, you will include citations for the quotes that you use.

**Two voice Poem Gathering Evidence Graphic Organizer**

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

Date: \_\_\_\_\_

<b>Historical facts</b> that connect to or provide context for this part of Nya’s story (informational texts)	<b>Evidence from                      Nya’s story</b> about how this factor helped her survive ( <i>A Long Walk to                      Water</i> )	<b>Factor that                      allowed                      survival</b> (from Survival anchor chart)	<b>Evidence from                      Salva’s story</b> about how this factor helped him survive ( <i>A Long                      Walk to Water</i> )	<b>Historical facts</b> that connect to or provide context for this part of Salva’s story (informational texts)

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

**Date:** \_\_\_\_\_

Read the Author's Note in *A Long Walk to Water*. Answer the questions below.

**Vocabulary:**

**duration:** length of time that something continues

**coalition:** two groups working together to form a government

**languished:** forced to remain and unhappy about it

**accord:** agreement

1. What does *displaced* mean? How can you tell?
  
2. What does *autonomy* mean? How can you tell?
  
3. What research did Park do in order to write this book? What were her major sources of information?
  
4. What is the connection between the Second Sudanese Civil War and the Lost Boys?
  
5. How was the civil war settled?
  
6. What is Salva doing now?

.....  
**Name:**

.....  
**Date:**

Please complete this task individually. Refer to the Author's Note in *A Long Walk to Water*.

What does *genocide* mean (p. 119)? How can you tell?

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What does *referendum* mean (p. 119)? How can you tell?

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# Education



**WAKE COUNTY**  
**PUBLIC SCHOOL SYSTEM**

## **Grade 7: Module 1: Unit 3** **Analyzing Point of View in *A Long Walk to Water***

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**Name:**

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**Date:**

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***Reread the following passages. You will also need to refer to the paragraphs around these passages to answer the questions.***

***p. 104***

Nya went back and picked up the plastic can. She felt as if she were flying. School! She would learn to read and write!

***p. 105***

Salva waited. Mawien Dut stared for a long moment. Then he cried out, “Salva! My son, my son!”  
His body shaking with sobs of joy, he reached up to hug Salva tightly. . . .  
“And . . . and my mother?” Salva asked, barely daring to hope.  
His father smiled. “She is back in the village.”  
Salva wanted to laugh and cry at the same time.

1. These two passages juxtapose Salva and Nya. What does juxtapose mean?

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In *A Long Walk to Water*, the author juxtaposes Salva and Nya to help the reader compare and contrast them.

2. What is one similarity between Salva and Nya in these two scenes?
  - a. They both feel abandoned.
  - b. Something they barely dared to hope for is happening.
  - c. They are both in the villages in which they grew up.
  - d. They are both children.
  
3. What is one contrast between Salva and Nya in these two scenes?
  - a. Nya is in Sudan, and Salva is in New York.
  - b. They both feel great joy.
  - c. Both scenes take place in the same year.
  - d. Nya’s family is together and Salva’s family has been separated.
  
4. What theme about survival does Park convey by juxtaposing these two scenes?  
 Circle your choice and explain your answer.
  - a. Family helps people survive.
  - b. Even after years of difficulty, life can suddenly get better.
  - c. Reading and writing helps you survive.

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.....  
**Name:**

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**Date:**

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Reread chapter 13 in *A Long Walk to Water*.

1. The author juxtaposes Salva in two roles. Which two roles does she juxtapose?

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2. How does this juxtaposition help you compare Salva as a boy with Salva as an adult? What does this comparison suggest about what allowed him to survive?

.....  
.....  
.....

3. How does adding Nya to Salva’s story help Park better show why these traits allowed Salva to survive?

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.....  
.....

a. How does having Nya as a character make it possible for Park to compare Salva as a boy and an adult?

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b. To what extent do these traits also help Nya?

.....  
.....

Thinking about the whole book

4. How does juxtaposition help you compare the characters of Salva and Nya?

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5. Why does Park use two characters to convey her messages about survival in Sudan, and not just one?

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**Name:**

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**Date:**

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**Read this learning target:**

“I can cite text-based evidence to support the comparison and contrast of Salva and Nya in my two voice poem.”

What do you think *cite* means?

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Reread the model two voice poem and put a star by any evidence that is *cited*.

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Buckley, Stephen. “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps.” *Washington Post* , 24 Aug. 1997, p. A1.

“Home.” *Water For South Sudan*, [www.waterforsouthsudan.org/](http://www.waterforsouthsudan.org/).

“Life and Death in Darfur: Sudan's Refugee Crisis Continues.” *Current Events*, 7 Apr. 2006, p. 2.

Park, Linda Sue . *A Long Walk to Water*. Houghton Mifflin Harcourt, 2010

Vick, Karl. “Sudanese Tribes Confront Modern War.” *Washington Post Foreign Service* , 7 July 1999, p. A1.

**Two voice Poem Rubric (based on the Expository Writing Rubric)**

	4	3	2	1	0
<b>Comparing Points of View in A Long Walk to Water (Content and Analysis)</b>	<i>clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose: The poem compares Nya and Salva’s experiences and uses evidence from informational text(s) to enhance the meaning. The comparison and use of evidence are insightful.</i>	<i>clearly introduce a topic in a manner that follows from the task and purpose: The poem compares Nya and Salva’s experiences around a theme in the novel and uses evidence from informational text(s).</i>	<i>introduce a topic in a manner that follows generally from the task and purpose: The poem generally compares Nya and Salva and it makes sense given the informational texts and A Long Walk to Water</i>	<i>introduce a topic in a manner that does not logically follow from the task and purpose: The central idea of the poem does not logically follow from the informational texts or A Long Walk to Water</i>	<i>demonstrate a lack of comprehension of the text(s) or task: The poem demonstrates a lack of comprehension of the informational texts or A Long Walk to Water.</i>
<b>Command of Evidence</b>	<i>develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s): The main idea of the poem and the comparison of Salva and Nya are developed with well-chosen and concrete evidence and quotes from the texts.</i>	<i>develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s): The main idea of the poem and the comparison of Salva and Nya are developed with relevant evidence and quotes from the texts.</i>	<i>partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant: Some evidence and quotes from the texts help compare Salva and Nya and partially develop the main idea of the poem.</i>	<i>demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant: There is an attempt to use evidence and quotes from the texts, but they are generally invalid or irrelevant.</i>	<i>provide no evidence or provide evidence that is completely irrelevant: There are no quotes or evidence from the texts or they are completely irrelevant to the topic of the poem.</i>

Two voice Poem Rubric (based on the Expository Writing Rubric)

	4	3	2	1	0
<b>Cohesion, Organization and Style</b>	<p><i>exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning:</i> <b>The organization creates a unified poem that enhances meaning.</b></p> <p><i>establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice:</i> <b>The style and language of the poem are appropriate, sophisticated and develops a notable sense of voice.</b></p>	<p><i>exhibit clear organization, with the use of appropriate transitions to create a unified whole:</i> <b>The poem has a beginning, middle and end that connect to each other to create a unified poem.</b></p> <p><i>establish and maintain a formal style using precise language and domain-specific vocabulary:</i> <b>The style and language of the poem are consistent and appropriate.</b></p>	<p><i>exhibit some attempt at organization, with inconsistent use of transitions:</i> <b>The poem has a beginning, middle and end, but there is no clear connection between sections.</b></p> <p><i>establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary:</i> <b>The style and language of the poem are appropriate at times, but not consistently.</b></p>	<p><i>exhibit little attempt at organization, or attempts to organize are irrelevant to the task:</i> <b>The organization of the poem does not support the main idea or the comparison of Salva and Nya</b></p> <p><i>lack a formal style, using language that is imprecise or inappropriate for the text(s) and task:</i> <b>The style and language of the poem are imprecise or inappropriate given the main idea.</b></p>	<p><i>exhibit no evidence of organization:</i> <b>The poem has no evidence of organization</b></p> <p><i>use language that is predominantly incoherent or copied directly from the text(s):</i> <b>The poem uses language that is generally incoherent or only quotes from the texts are used.</b></p>

**Two voice Poem Rubric (based on the Expository Writing Rubric)**

	4	3	2	1	0
<b>Control of Conventions</b>	<p><i>demonstrate grade-appropriate command of conventions, with few errors: <b>Use of capitalization and spelling is grade-appropriate with few errors. Quotes and citations are punctuated correctly.</b></i></p>	<p><i>demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension: <b>Occasional capitalization and spelling errors do not hinder comprehension. Quotes and citations are generally punctuated correctly. There is a Works Cited with few errors.</b></i></p>	<p><i>demonstrate emerging command of conventions, with some errors that may hinder comprehension: <b>Some capitalization and spelling errors may hinder comprehension. Quotes and citations are inconsistently punctuated. There is a Works Cited page that contains some errors.</b></i></p>	<p><i>demonstrate a lack of command of conventions, with frequent errors that hinder comprehension: <b>Frequent capitalization and spelling errors hinder comprehension. There is an attempt to punctuate quotes and citations. There is a Works Cited page with many errors.</b></i></p>	<p><i>are minimal, making assessment of conventions unreliable: <b>Capitalization and spelling errors prevent the reader from understanding the poem. Punctuation is not used to signify quotes or citations. There is no Works Cited page.</b></i></p>





**Learning Target:** I can cite text-based evidence to support the comparison and contrast of Salva and Nya in my two voice poem.

Independently, write a response to the questions below.

14. What does it mean to cite your sources?

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15. Why is it important to cite your sources?

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16. What two things do you need to do to cite your sources correctly?

1.

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2.

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.....  
**Name:**  
.....

.....  
**Date:**  
.....

Read these learning targets:

**I can critique my partner’s two voice poem using the rubric.**

**I can revise my work by incorporating feedback from my partner.**

1. Look at the first learning target. What do you think *critique* means?

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.....  
.....

1. Look at the second target. What do you think it means to *incorporate feedback*?

.....  
.....  
.....

2. Make a prediction. What will you be doing in class today?

.....  
.....  
.....

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

Date: \_\_\_\_\_

**Command of Evidence Criteria from Two Voice Poem Rubric**

4	3	2	1	0
The main idea of the poem and the comparison of Salva and Nya are developed with well-chosen and concrete evidence and quotes from the texts.	The main idea of the poem and the comparison of Salva and Nya are developed with relevant evidence and quotes from the texts.	Some evidence and quotes from the texts help compare Salva and Nya and partially develop the main idea of the poem.	There is an attempt to use evidence and quotes from the texts, but they are generally invalid or irrelevant.	There are no quotes or evidence from the texts or they are completely irrelevant to the topic of the poem.

Date:

Partner:

Focus of Critique: Use of Evidence in my Two Voice Poem

My partner liked ...

My partner suggested ...

If this were my final draft, my partner thinks I would have earned a (circle one) on the rubric for Command of Evidence.

4		3		2		1		0
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My next step(s) ...

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**Name:**

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**Date:**

Read these learning targets:

**I can cite evidence to support my analysis of an informational text on the End of Unit Assessment**

**I can use correct capitalization, punctuation and spelling in my two voice poem.**

1. What does it mean to use “strong evidence” to support your analysis of a text?

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After the assessment, you will revise your poem for correct capitalization and punctuation.

2. What do you think will be challenging about using correct capitalization and punctuation in your two-voice poem?

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Read these learning targets:

**I can present my two-voice poem, using appropriate eye contact, volume, and pronunciation.**

**I can demonstrate correct grammar and usage when presenting my two-voice poem.**

Today you'll be reading your two-voice poem with your partner's help.  
 Read over the rubric for your presentation.

Underline one thing you are confident you will do well.

Circle one thing you are concerned about doing well.

**Poetry Reading Rubric**

	4	3	2	1
<b>Grammar and Usage</b>	I demonstrate correct grammar and usage consistently.	I demonstrate correct grammar and usage, but I make one or two mistakes.	I make several grammatical and usage mistakes while speaking.	I make many grammatical and usage mistakes while speaking.
<b>Speaking Techniques</b>	My voice is clear and audible. I pronounce my words precisely, and my tone is varied. I make eye contact consistently.	My voice is clear and audible. I pronounce words correctly and make eye contact.	My voice is usually clear and audible. I pronounce most words correctly and sometimes make eye contact.	My voice is unclear and/or inaudible. I mispronounce many words and rarely make eye contact.

.....  
**Name:**  
 .....

**Date:**

During this Module, you learned many skills. Take a few minutes to reflect honestly on your learning.

In the next unit, you are going to write an essay on a book called *Lyddie*. Take a look at your graded essay and identify what skills you have mastered, as well as the skills you still need to work on. This will help you when you write your essay on *Lyddie*.

**I mastered...**


**I still need to work on...**


What was your favorite part of writing the two-voice poem? (circle one)

Gathering  
Evidence

Planning

Peer critique

Revising

Read aloud

**Why was that your favorite part?**


What was most challenging about writing the two-voice poem?				
Gathering Evidence	Planning	Peer critique	Revising	Read aloud
<b>Why was that challenging for you?</b>				

Now think of everything you did during this module, from the beginning when you started reading *A Long Walk to Water* to today.

How do you think being a strong reader make you a better writer?
What is one thing that challenged you? What was challenging about it?
What is one thing you are really proud you learned during this module? Why are you proud of it?