

A Long Walk to Water

By Linda Sue Park



Unit 1, Lessons 1 - 8

Name: _____

Date: _____

Learning Objectives:

- ★ I can cite several pieces of text-based evidence to support my analysis of a literary text. **(RL7.1)**
- ★ I can analyze how an author develops and contrasts the points of view of characters and narrators. **(RL7.6)**
- ★ I can analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **(RL7.3)**

Essential Question:

How do culture, time, and place influence the development of identity?

***Task = Any blank that is required to be filled in by the student.
The response must be relevant to receive points.**

Grading

4 (Advanced)	3 (Proficient)	2 (Developing)	1 (Well-Below)	0
Missing 0 to 2 tasks.	Missing 3-5 tasks.	Missing 6-10 tasks.	Missing 11 or more tasks.	Not turned in/ turned in blank

Name: _____

Date: _____

Unit 1 Lesson 1

Learning Targets:

- **I can** effectively participate in discussion with my classmates.
- **I can** determine the meaning of visual representations on a map.
- **I can** read for gist as we begin Chapter 1 in *A Long Walk to Water*.

Do Now: The following paragraph is missing punctuation. Some words and letters must also be capitalized. Make the necessary corrections. Hint: The paragraph needs to be broken up into six sentences. One word is also missing an apostrophe (').

winston is one of the most laid-back people i know he is tall and slim with black hair and he always wears a t-shirt and black jeans his jeans have holes in them and his baseball boots are scruffy too he usually sits at the back of the class and he often seems to be asleep when the exam results are given out he somehow always gets an "A" i don't think hes as lazy as he appears to be

I Notice Note Catcher

1. Describe the information in the square in the top right-hand corner of the map.

2. Describe the information in the square in the top left-hand corner of the map.

Draw the shape of Salva's route:

List the countries Salva will visit throughout his story:

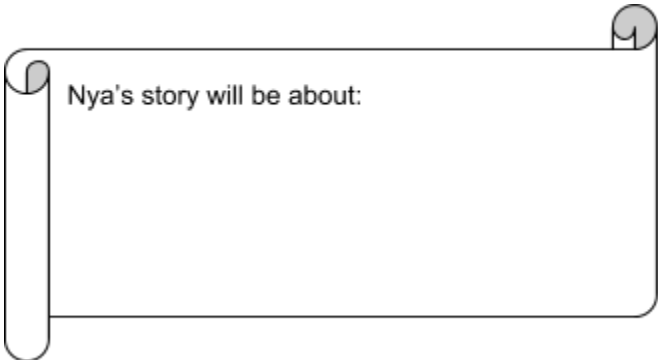
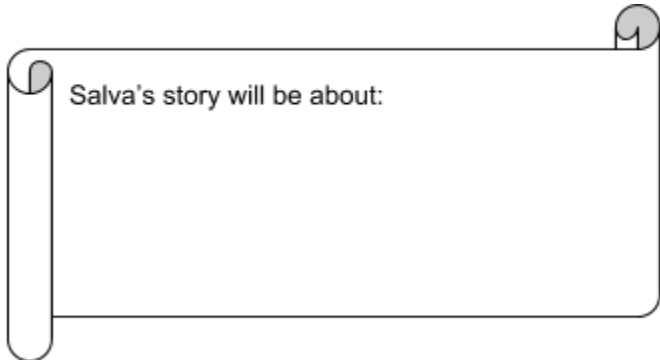
Name: _____

Date: _____

I Wonder Note Catcher (Select a question that you may want to know more about)	
1	2
a. How can there be swampland right next to a desert? b. How big are the mountains in this area? c. What animals live in the grasslands here?	a. Is Sudan the biggest country in Africa? b. What countries surround Sudan? c. Where is Sudan in relation to the Earth's equator?
Write your own question:	

PARTNER TIME: You and your partner will explore the novel before reading it. This introduction to the book will prepare you for the story. Make sure to answer the following questions during your exploration.				
Who is the author?	How many pages are in the book?	Find the names of the two main characters.	Is there an author's note? If so, what does it talk about?	There are a series of reviews about the book (front and back cover). Find one review and write it down.

Making your own predictions. Now that you have explored the novel, what do you think Salva's and Nya's stories will be about? (Make sure to write in complete sentences)

 <p>Nya's story will be about:</p>	 <p>Salva's story will be about:</p>
---	--

Name: _____

Date: _____

Reader's Notes - *A Long Walk to Water*

Fill in the columns as you read the chapters.

Chapter	What more have you learned about Nya's story?	What more have you learned about Salva's story?
1		

SUMMARY TIME

Option 1: You have three minutes to get to the whiteboard, find a marker and write one thing that you have learned today. After everyone has written their response on the board, you will go over the summary of the lesson whole group.

Option 2: Tri-fold an extra piece of paper. On each side, write what you have learned today (3 things total)

Unit 1 Lesson 2

Learning Targets:

- **I can** effectively participate in discussion with my classmates.
- **I can** determine the central ideas of Chapter 1 of *A Long Walk to Water*.
- **I can** determine the meaning of visual representations on a map.

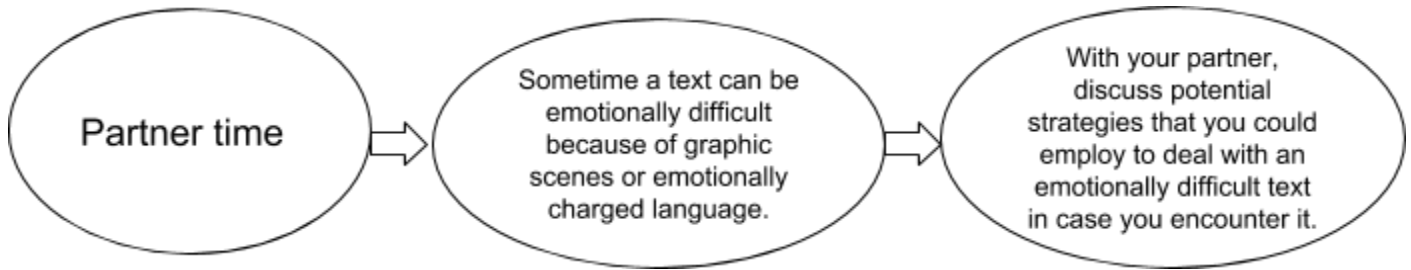
Do Now: Rewrite the following paragraph. This time, make sure to use the correct punctuation and capitalize letters when appropriate. (Hint: One sentence will require you to use a question mark (?))

scotland is one of the most beautiful countries in the world have you ever been there i love it the main cities of glasgow and edinburgh are great some of the views of the countryside are stunning

Rewrite paragraph here:

Name: _____

Date: _____



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

What do you now notice about the map and the route? a



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



What role can different terrain play when trying to survive in the wilderness?



Reader's Notes - *A Long Walk to Water*

Fill in the columns after you read the chapters.

Chapter	What more have you learned about Nya's story?	What more have you learned about Salva's story?
2		

PARTNER TIME: After you read each scenario with your partner, discuss the questions that follow. You can then choose to summarize your answer in written form or by drawing an image.

Name: _____

Date: _____

1	You are 11 years old. You have been separated from your family by a war. In order to survive, you must walk to an area of safety hundreds of miles away. On the journey you must avoid soldiers and dangerous wildlife, and manage to find food and water. The journey will take months. You do not know if you will survive or ever see your family again.
1	With your partner, discuss the answer to this question: If this was an experience you had to live through, how do you think it would affect the person you grew up to be?

Option 1: Summarize your discussion in written form	Option 2: Summarize your discussion by drawing an image of your findings

2	You are 11 years old. You live with your family in an area far from towns or cities. Your family does not have any running water or electricity. You are responsible for getting water for your family to drink. To do this, you must walk eight hours every day to a pond and back. You will have to do this every day for years and years.
2	With your partner, discuss the answer to this question: If this was an experience you had to live through, how do you think it would affect the person you grew up to be?

Option 1: Summarize your discussion in written form	Option 2: Summarize your discussion by drawing an image of your findings

Do you think the scenarios apply to Nya and Salva? If so, who would you assign each scenario to?			
Nya	Scenario # _____	Salva	Scenario # _____

Name: _____

Date: _____

Digging Deeper Into Your Own Identity. Fill out the survey below by circling the option that applies to you.					
If I had to walk for eight hours each day to get water, I would have a much different personality than I do now.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Disagree
I was not aware that not all people have access to clean water.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Disagree

Exit Ticket: How can our experiences shape our identity (give examples)? Answer in complete sentences and write a one paragraph response. Make sure to get to the last line and use appropriate punctuation. Your sentences should be clear and direct.

Revisiting your Exit Ticket

Turn back to the response you have written out in your Exit Ticket and make **at least three** edits. Cross out your old work and write over it to show your edits.

SUMMARY TIME	
Summarize what you have learned today. Make sure to fill in at least three bullet points.	After sharing whole group, add two points that your peers shared but ones you did not list out the first time.
•	•

Name: _____

Date: _____

<ul style="list-style-type: none">••••	<ul style="list-style-type: none">•
---	---

Unit 1 Lesson 3

Learning Targets:

- **I can** effectively participate in discussion with my classmates.
- **I can** determine the central ideas of Chapter 1 of A Long Walk to Water.
- **I can** determine the meaning of visual representations on a map.

Do Now: Correct the paragraph below by using punctuation and capitalization. Make sure to break up the phrases into clear and direct sentences.

during july, my cousin and i went to drayton manor i loved it one of my favourite rides was called the apocalypse my cousin's favourite ride was called stormforce 10 have you ever been there which ride is your favourite

PARTNER TIME: Back-to-Back Prompts

You and your partner will stand back-to-back. Your partner will ask you a question. Answer to the best of your ability. You can use your packet for guidance and you can reference evidence from the novel when responding. After you have thoroughly answered the question, you will read the second question to your partner. Continue to take turns until all questions have been answered. **Sit at your desks when you have completed answering all of the questions.**

1 Partner 1 asks Partner 2: 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.

Name: _____

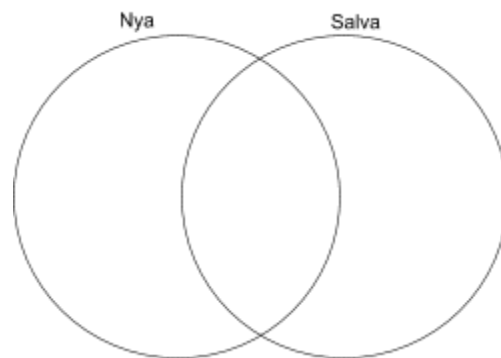
Date: _____

2	Partner 2 asks Partner 1: Where do you think Nya is going? What part of the reading makes you think this?
3	Partner 1 asks Partner 2: What does Nya's destination tell you about Nya's character?
4	Partner 2 asks Partner 1: 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?
5	Partner 1 asks Partner 2: 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?

GROUP WORK

You will receive three sticky notes.

1. On one sticky note, write one thing about how Linda Sue Park describes Salva's life.
2. On the second sticky note, write one thing about how Linda Sue Park describes Nya's life.
3. On the third sticky note, write down how Linda Sue Park created similarities for both characters.
4. Your teacher will show a big Venn Diagram on the board (check to make sure everyone knows what a Venn diagram is).



5. Once you have finished step three, take the first sticky note and place it on Salva's part of the circle. Place the second sticky note on Nya's part of the circle. Place the third sticky note in the middle of the circle.
6. Review the Venn Diagram with the class and find similarities and differences among responses.

VIDEO TIME: Watch the video about the conflict in Sudan. Then get into a group of three to do activity "Save-the-Last-Word-for-Me!"

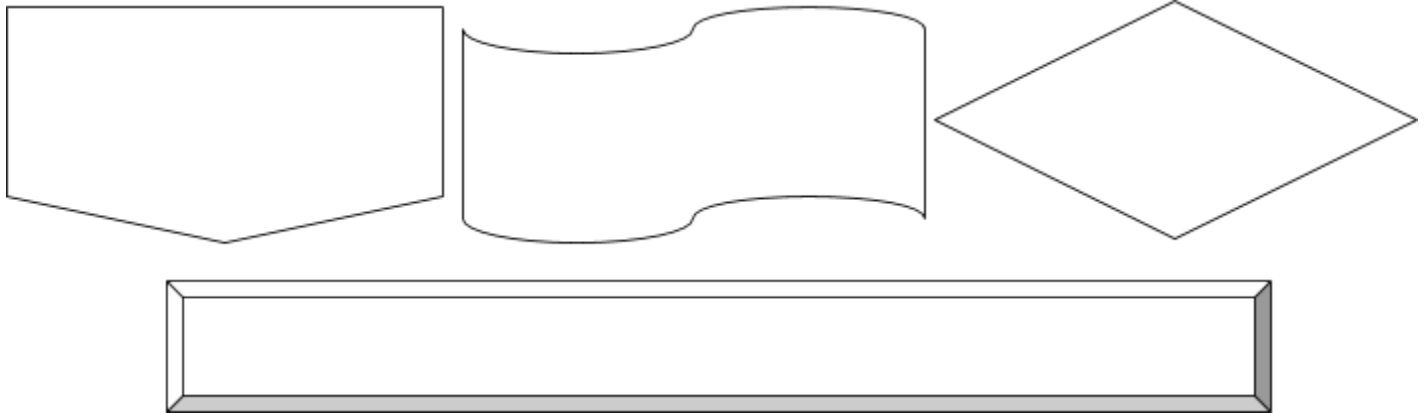
Name: _____

Date: _____

SAVE-THE-LAST-WORD-FOR-ME

1. Get into a group of three. Decide who will be A, B, or C.
2. "A" will comment about the video using the sentence stem: After watching the video on Sudan, I learned that _____.
3. "B" must then respond to what "A" has said. The comment MUST only be about what "A" has said. Everyone else must remain silent.
4. "C" responds to what "A" has said. Everyone else must remain silent.
5. The conversation goes back to "A." "A" can now respond back to both B and C and explain or add to their original comment.
6. Give letter A to another person. Now they respond to the question. Repeat the process (steps 1 -5).

SUMMARY TIME: Fill in the three shapes with four things that you have learned today.



Unit 1 Lesson 4

Learning Targets:

- **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*.
- **I can** analyze how Linda Sue Park develops and contrasts the points of view of Nya and Salva in *A Long Walk to Water*.

Do Now: The following paragraph is missing punctuation. Some words and letters must also be capitalized. Make the necessary corrections. You can make corrections on top of the text.

during july, my cousin and i went to drayton manor i loved it one of my favourite rides was called the apocalypse my cousin's favourite ride was called stormforce 10 have you ever been there which ride is your favourite

Name: _____

Date: _____

TAKING NOTES: Fill in the definition with the word that pertains to it. Make sure to look at the PPT for hints.

How do CULTURE, TIME, and PLACE influence the development of identity?

_____ refers to the specific period in which someone lives.

_____ refers to the geographic _____ in which someone lives, and may include things like _____ and _____, etc.

_____ is related to the _____ and _____ that a particular group of people practice.

PARTNER TIME

You will need three different partners for this activity. Start by finding your first partner. Make sure to engage in thoughtful discussion and give examples of your own experiences to help you answer the question. Wait for your teacher to tell you when to switch to the next partner. You must talk all the way up to the end of the three minute mark for each question to gain full credit.

DISCUSS with PARTNER ONE

What are examples of how someone's culture shapes their identity? (3 minutes)

DISCUSS with PARTNER TWO

What are two examples of how the time period in which someone lives shapes their identity? (3 minutes)

DISCUSS with PARTNER THREE

What is one example of how the physical place in which someone lives in shapes their identity? (3 minutes)

A Long Walk to Water, Chapters 1 and 2 - **Essay Prompt**

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?

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

PARTNER TIME: Work with your partner to answer the following questions. You will need the book and the graphic organizer on the next page to answer the questions.

1. What information will you put in the first two columns?

Name: _____

Date: _____

2. Where will you get this information?	
3. What information will go in the fifth column?	
4. Where will this information come from?	
5. Why are you gathering all this information? What are you trying to figure out?	
6. Analyze the first two examples of the graphic organizer with your teacher. What did you learn about how you should analyze your quotes?	

When analyzing quotes, _____ state the obvious. Read between the lines, and tell us what we do not _____. Ask yourself, "What is the author really trying to _____ by writing this?" "What is the true _____ behind the author's choice of words?"

INDEPENDENT WORK TIME: Now that you have familiarized with the graphic organizer, you will work independently to fill in the columns. The first two rows have been already completed so that you can see what an ideal response looks like.

1	2	3	4	5
Quote (make sure to USE QUOTATION MARKS around your quote)	Page #	Is this quote about Nya or Salva?	Does the selected quote reference time, culture, or place?	What does the quote tell us about how culture, time, or place influence Nya's or Salva's identity?
"Salva had three brothers and two sisters. As each boy reached the age of about ten years, he was sent off to school" (Park, 2010, p.2).	2	Salva	Culture	In Salva's culture, schooling is only for boys. He feels grateful and takes school seriously.

Name: _____

Date: _____

<p>“The war had started two years earlier. Salva did not understand much about it, but he knew that rebels from the southern part of Sudan, where he and his family lived, were fighting against the government, which was based in the north” (Park, 2010, p.6).</p>	<p>6</p>	<p>Salva</p>	<p>Time</p>	<p>Salva is growing up in the 1980s: we know that he is 11 years old in 1985. The war started two years earlier. This affects his identity because it made Salva more cautious. The war also caused Sava to grow up quicker - whereas people his age typically go to school and play with friends, Salva had to think about how to survive and keep his family out of harm.</p>
<p>“It would take her half the morning if she didn’t stop along the way” (Park, 2010, p.1).</p>	<p>1</p>	<p>_____</p>	<p>_____</p>	
		<p>Salva</p>		

SUMMARY TIME

Get a sticky note from your teacher and write one thing that you have learned today. Exchange your sticky note with a partner. After you have read their response, place their sticky note on the whiteboard.

Name: _____

Date: _____

Unit 1 Lesson 5

Learning Targets:

- 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*.
- I can analyze how Linda Sue Park develops and contrasts the points of view of Nya and Salva in *A Long Walk to Water*

Do Now: The following paragraph is missing punctuation. Some words and letters must also be capitalized. Make the necessary corrections. You can make corrections on top of the text.

i attend wheeler middle school there are more than twenty students in the class i am the oldest in my grade because i was born in january.

Reader’s Notes - *A Long Walk to Water*

Fill in the columns after you read the chapters.

Chapter	What more have you learned about Nya’s story?	What more have you learned about Salva’s story?
3		

TAKING NOTES: How to properly cite evidence using APA style guide.

Why is important to cite quotes appropriately?

Fill in the blanks (check the PPT for answers):

Every time you _____ copy information from another source, you must _____ it to identify where that information came from. You will be expected to cite properly in _____, _____, and on any _____ or _____ you work on in your career.

You will be _____ if you fail to cite properly.

Definition of plagiarizing: _____

Why is plagiarism ethically and morally wrong?

Name: _____

Date: _____

<p>Consequences of plagiarizing:</p>	<p>(1) _____ from university</p> <p>How could this consequence affect you?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(2) _____</p> <p>How could this consequence affect you?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(3) any work that you publish will be _____</p> <p>How could this consequence affect you?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(4) any award that you receive will be taken away</p> <p>How could this consequence affect you?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>There are two parts to citing properly in APA format. Today we will learn the first part.</p>	<p>Part 1: _____</p> <p>Part 2: _____</p>
<p>STEP 1</p>	<p>Write down the quote you want to cite:</p> <p style="text-align: center;"><i>Salva let out his breath in relief. He was glad that she was not Nuer</i></p>
<p>STEP 2</p>	<p>Place quotation marks around the quote (see PPT for hint):</p> <p style="text-align: center;"><i>Salva let out his breath in relief. He was glad that she was not Nuer.</i></p>
<p>STEP 3</p>	<p>Create parenthesis after the quotation mars. Remove the period at the end of the last sentence.</p>

Name: _____

Date: _____

	<i>“Salva let out his breath in relief. He was glad that she was not Nuer” (</i>
STEP 4	<p>Write down the last name of the author, the year the book was published, and the page number the quote came from (all separated by commas).</p> <p>(last name of the author, the year the book was published, page number the quote came from)</p> <p>Fill in the blanks (see PPT for hints)</p> <p><i>“Salva let out his breath in relief. He was glad that she was not Nuer” (_____, _____, _____</i></p>
STEP 5	<p>Close the parenthesis and add period after so the final quote looks like this.</p> <p><i>“Salva let out his breath in relief. He was glad that she was not Nuer” (Park, 2010, p. 16 _____</i></p>
LOOKING BACK	Does the last quotation mark go before or after the parenthesis? _____

<p>PRACTICE TIME: In the left column you have quotes from various novels. You also have the author’s name, year the novel was published, and the page the quote came from. Rewrite the quote in the write column and add a proper in text citation as you have learned above.</p>	
<p>1</p> <p>Quote: It would take her half the morning if she didn’t stop along the way.</p> <p>Title of Book: <i>Long Walk to Water</i></p> <p>Page number: 1</p> <p>Author’s name: Linda Sue Park</p> <p>Year novel was published: 2010</p>	
<p>2</p> <p>Quote: The cries were swallowed up in anxious gasps of breath</p> <p>Title of Book: <i>Lyddie</i></p> <p>Page number: 2</p> <p>Author’s name: Katherine Paterson</p> <p>Year novel was published: 2010</p>	
<p>3</p> <p>Quote: Teachers at Wheeler Middle School like to eat donuts in the office because it makes them</p>	

Name: _____

Date: _____

<p>happy.</p> <p>Title of Book: <i>The Life of Wheeler Middle</i> Page number: 143 Author's name: Scott Hamilton Year novel was published: 2018</p>	
--	--

INDEPENDENT WORK TIME: Now that you have read chapter three, you will work independently to find more evidence about how culture, time, and place affect Salva's and Nya's identities. Make sure TO ADD IN TEXT CITATIONS when writing down your quotes.

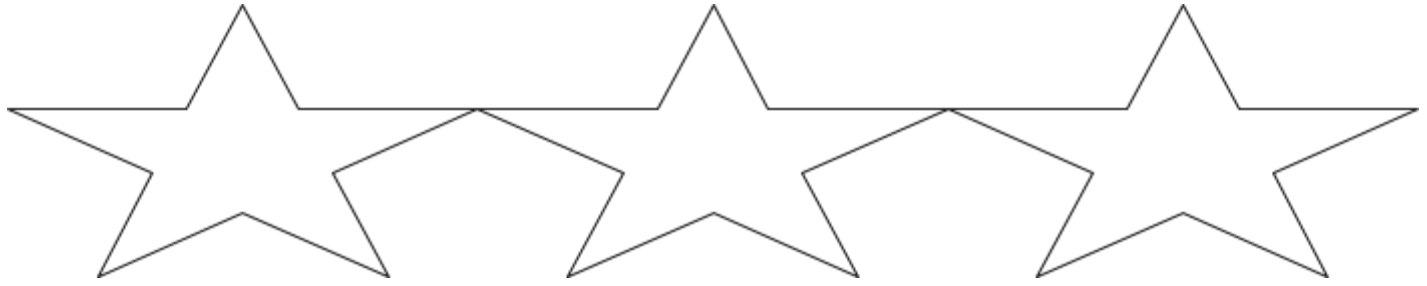
The first two rows have been already completed so that you can see what an ideal response looks like.

1	2	3	4	5
Quote (make sure to USE QUOTATION MARKS around your quote)	Page #	Is this quote about Nya or Salva?	Does the selected quote reference time, culture, or place?	What does the quote tell us about how culture, time, or place influence Nya's or Salva's identity?
"But she might reach home by noon, if all went well" (Park, 2010, pgs.14-15).	14 15	Nya	Place	It's possible that her walk home won't go well. Nya lives in a place that can be difficult or dangerous.
"Salva let out his breath in relief. He was glad that she was not Nuer" (Park, 2010, p.16).	16	Salva	Culture	Salva's tribe might have issues with the Nuer tribe and that cultural differences among these two tribes are the cause of the Sudanese war.
		Nya		
		Salva		

Name: _____

Date: _____

SUMMARY TIME: Fill in the three stars with what you have learned today from the lesson.



Unit 1 Lesson 6

Learning Targets:

- I can cite several pieces of evidence to support my analysis of the experience of people in South Sudan from “Time Trip: Sudan’s Civil War.”
- I can annotate “Time Trip: Sudan’s Civil War.”
- I can make connection between, “Time Trip” and A Long Walk to Water

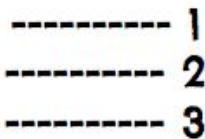
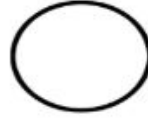



Do Now: The following paragraph is missing punctuation. Some words and letters must also be capitalized. Rewrite the paragraph to making the necessary corrections.

i felt ill so i had to go and see dr patel he works at the health center i told him my issue and he said that he would give me some medicine it tasted disgusting have you ever had to take medicine before

Name: _____

Date: _____

Sudan's Civil War: Read the text and. Afterwards, write the gist of what you have read. Make sure to annotate the text throughout (see PPT for annotation key, teacher will model).

Text Symbols for Annotations	
	Number the paragraphs
	Circle unfamiliar vocabulary and use context clues to define
<p><u>Underline</u></p> <p>Highlight</p> 	Underline or highlight main ideas and important details
	Write the questions or confusions you have
	Write the connections from reading to anything else

What is a synonym for the word gist? _____

TEXT: PART ONE

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.

Name: _____

Date: _____

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.

GIST: _____
—

You will annotate this part of the text on your own.

TEXT: PART TWO

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.

Name: _____

Date: _____

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.

GIST: _____
—

PARTNER TIME: Discuss your thoughts on the following questions.
Learning Target: I can make connections from the text “Time Trip: Sudan’s Civil War” to the novel *A Long Walk to Water*.

1. How does Salva’s story relate to this article?” Point out to your partner which passages in the text support your thinking.

2. Who are the Lost Boys?

Watch the video, *South Sudan May Be Heading Towards Genocide*.

Name: _____

Date: _____

What surprised you?	What questions may you still have?

Reader's Notes - <i>A Long Walk to Water</i>		
Fill in the columns after you read the chapters.		
Chapter	What more have you learned about Nya's story?	What more have you learned about Salva's story?
4		

SUMMARY TIME: Find a partner <u>on the other side of the room</u> . Ask them two things that they have learned from this lesson. Then find another partner from the other side of the room. Also ask them what they have learned today. Write down your findings below.	
<u>Partner One</u>	<u>Partner Two</u>
1.	1.
2.	2.

Unit 1 Lesson 7
Learning Targets: <ul style="list-style-type: none">→ I can cite several pieces of text-based evidence to support my analysis of Nya's and Salva's character in <i>A Long Walk to Water</i>.→ I can analyze how Linda Sue Park develops and contrasts the points of view of Nya and Salva in <i>A Long Walk to Water</i>.
Do Now: Circle the letters that should be capitalized.
1. paul revere rode through the night shouting, "the british are coming! the british are coming!"
2. the colombian team won the soccer match

Name: _____

Date: _____

3. president kennedy was assassinated on november 23, 1963

4. olivia and matthew read their new class novel, a long walk to water

Reader's Notes - *A Long Walk to Water*

Fill in the columns after you read the chapters. When reading, make sure to be thinking about the guiding question: How do culture, time, and place influence the development of each character's identity?

Chapter	What more have you learned about Nya's story?	What more have you learned about Salva's story?
5		

INDEPENDENT WORK TIME: Now that you have read chapter five, you will work independently to find more evidence about how culture, time, and place affect the Salva's and Nya's identities. Make sure TO ADD IN TEXT CITATIONS when writing down your quotes.

The first two rows have been already completed so that you can see what an ideal response looks like.

1	2	3	4	5
Quote (make sure to USE QUOTATION MARKS around your quote)	Page #	Is this quote about Nya or Salva?	Does the selected quote reference time, culture, or place?	What does the quote tell us about how culture, time, or place influence Nya's or Salva's identity?
		Nya		

Name: _____

Date: _____

		Salva		
--	--	-------	--	--

Text Dependent Questions: Refer back to the novel to answer the following questions.

1. How did Salva feel about Buksa?

- A. Salva disagreed with Buksa.
- B. Salva was afraid of Buksa.
- C. Salva wanted to imitate Buksa.
- D. Salva was impressed with Buksa.

2. Which sentence from the passage best shows Salva's feelings about Buksa?

- A. "Salva's fear began to grow until it was even stronger than his hunger."
- B. "By now Salva had caught the feeling of excitement."
- C. "Salva frowned and shook his head."
- D. "Just then Buksa stopped walking. Salva stopped, too."

Refer to the quote to answer the questions that follow:

"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."

3. What is the definition of terrain (based on context clues)?

- A. A place where people store their belongings
- B. The amount of rainfall in Sudan each year
- C. A stretch of land, especially with regard to its physical features
- D. Industrial zone

4. Now THINK: How is "place" influencing Salva's identity? Analyze this question in depth, tell us what is not obvious. Make sure to write in complete sentences.

SUMMARY TIME

Name: _____

Date: _____

Raise your hand and share with the class something that you have learned today.

Unit 1 Lesson 8: Mid - Unit Assessment

PACKET REVIEW

You **MUST** complete this checklist before turning your packet in. If you did not complete one of the tasks, you can go back and make any necessary changes to your packet. Place initial in the right hand box confirming that you have completed the task. Extra points will be taken off if you placed your initials but failed to do the task.

Student Initial	Task			
	1. My FIRST name and LAST name are on the cover page of the packet.			
	2. I have no missing pages.			
	3. I have no missing tasks in my packet (unless exempted by my teacher).			
	4. If I were absent on certain days, I have those pages labeled with the word "absent" in big letters. I also have my teacher's signature on the page to confirm this. (YOU WILL BE ACCOUNTABLE FOR THESE PAGES IF YOU DO NOT HAVE THE WORD "ABSENT" and YOUR TEACHER'S SIGNATURE)			
	5. My productivity level on this packet was (circle):			
	1 (Well below)	2 (Developing)	3 (Proficient)	4 (Advanced)
	6. The level of my effort on this packet was (circle):			
	1 (Well below)	2 (Developing)	3 (Proficient)	4 (Advanced)