

A Long Walk to Water

By Linda Sue Park



Unit 1, Lessons 9 - 14

Name: _____

Date: _____

Learning Objectives:

- ★ I can cite several pieces of text-based evidence to support my analysis of a literary text.
- ★ I can analyze how an author develops and contrasts the points of view of characters and narrators.

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 9

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*

Do Now: Circle the best answer for each question.

1. In which of the following phrases should the two adjectives not be separated by a comma?

- a. Tough soccer team
- b. Kind generous actions
- c. Hot humid weather
- d. Rousing energetic speech

2. Which of the underline words in the sentence is not spelled correctly?

"Congradulations!" my uncle shouted. "We were certain that you were qualified to join the organization!"

- a. Organization
- b. Certain
- c. Qualified
- d. Congradulations

GAME TIME: *Long Walk to Water* Dodgeball

1. Your teacher will break you up into two teams. Notice the line dividing the class into teams and the mutual safety box at the front of the class.
2. You will find quotes from the novel related to Nya's or Salva's identity taped to two opposing walls.
3. When your teacher instructs you to start, you will grab quote from the wall. Read the quote and understand its meaning.
4. Afterwards, run into the safety box. You must tell your teacher if the quote you picked is about Nya or Salva. You must then tell your teacher if that quote talks about their identity in terms of time, place, or culture.
5. No one can get you out when you are in the safety box.
6. If you answer these two questions correctly, you may leave the safety box and crumble up the quote.
7. The crumbled paper becomes a live ball. You may throw the ball at anyone on the other side.
8. If your ball hits the other member of the team, they will be forced to sit and remain "out" for the rest of the game.
9. The only team with member(s) standing, wins the game.
10. If you are still "alive" and standing up you may pick up other crumbled papers on the ground to use as ammunition against the other team.
11. Don't forget to dodge any quotes coming your way! Otherwise you will be out!
12. Any questions?

Name: _____

Date: _____

INDEPENDENT WORK TIME

Pick up one of the crumpled up papers. Read the quote inside. Describe its significance in detail and how it describes either Nya's or Salva's identity. Make sure to explain how that particular culture, time, or place shapes the character of Nya or Salva.

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?
6		

SUMMARY TIME: List two things that you have learned in today's lesson. When instructed to, share your findings with the class.

- 1.
- 2.

Name: _____

Date: _____

Unit 1 Lesson 10

Learning Targets:

- I can make connections from the text ‘Sudanese Tribes Confront Modern War’ to the novel A Long Walk to Water.”
- I can annotate text to help me track important ideas in Excerpt 1 of ‘Sudanese Tribes Confront Modern War.’”
- I can use context clues to determine word meanings.”

Do Now: Circle the best answer for each question.

1. Which is the correct way to combine these two sentences:

Olivia is a speedy soccer player. Olivia is a skillful player.

- a. Olivia is a speedy skillful soccer player.
- b. Olivia is a speedy, skillful soccer player.
- c. Olivia is a speedy skillful, soccer player.
- d. Olivia is a, speedy skillful soccer player.

2. Which of the following shows one way to make a correctly punctuated sentence from these words?

Cristina speech long tiresome representative new young

- a. Cristina dozed through the long, tiresome speech by the young new representative.
- b. Cristina dozed through the long tiresome speech by the young, new representative.
- c. Cristina dozed through the long, tiresome speech by the young, new representative.
- d. Cristina dozed through the long tiresome speech by the young new representative.

READING TIME: Get into groups of three. Take turns as you read the excerpts below (one paragraph per person, then repeat). After each paragraph, answer the questions that follow.

Sudanese Tribes Confront Modern War

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

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].

Reread paragraph 1 out loud. What does the word “both” refer to? Why does the author use the word “both” four times?

In Paragraph 1, what do you think the word temporal might mean? Use context clues.

Name: _____

Date: _____

<p>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.</p>	<p>In paragraph 2, reread the last sentence, and explain it to your partner and write it in your own words.</p>
<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>Write one thing you learned from this paragraph:</p>
EXCERPT 2	
<p>4. Until 1991, the guns were used mostly against northerners. But that August, there was a split in the rebel army. The fault line was tribal. 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. The war had entered a new phase. Southerners started killing each other.</p>	<p>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>Write one thing you learned from this paragraph:</p>

Name: _____

Date: _____

<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>	<p>Write one thing you learned from this paragraph:</p>
<p>7. Tradition in both tribes held that causing a death created “spiritual pollution.” 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>Talk with your partner: What is a “spiritual pollution”?</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>Write one thing you learned from this paragraph:</p>
<p>9. And the guerrillas 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>Write one thing you learned from this paragraph:</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 roughshod in a society whose dysfunction paralleled that of inner cities 8,000 miles away: Arguments once settled by fighting with sticks were now being decided with assault 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>	<p>Talk with a partner: In paragraph 12, the text says “The elders, however, could.” What could the elders do? (Hint: reread paragraph 11.)</p>

Name: _____

Date: _____

INDEPENDENT WORK TIME: Now that you have familiarized with the graphic organizer, you will work independently to fill in the columns. Refer to the text for help.				
1	2	3	4	5
Quote (make sure to USE QUOTATION MARKS around your quote)	Page #	Is this quote about Dinka or Nuer or both?	Does the selected quote reference time, culture, or place?	What does the quote tell us about how culture, time, or place influence Dinka's or Nuer's identity?
"Both walk the roadless plain split by the White Nile" (Vick, 1999)	(no page #)			
"Dinka and Nuer have been stealing cattle from each other for as long as anyone can remember" (Vick, 1999).	(no page #)			
"Cattle raiding is a hoary [old or ancient] tradition of pastoralists throughout East Africa" (Vick, 1999).	(no page #)			
"...the victims were almost always warriors" (Vick, 1999).	(no page #)			

Name: _____

Date: _____

SUMMARY TIME: You can choose to draw OR write about what you have learned about the Dinka or Nuer tribe.

Drawing:

Written answer:

Unit 1 Lesson 11

Learning Targets:

- I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.7.11)
- I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)

Do Now

1. In the sentence, which of the underlined words is misspelled?

The gymnast performed her routine on the parralel bars.

- a. gymnast
- b. performed
- c. routine
- d. parallel

2. Which sentence does not contain the correct punctuation?

- a. The kitten was a happy, attentive per for the little girl.
- b. It was a cold, hard fact that Hannah was not being a good friend.
- c. Vanessa made a thin, paper Valentine for her best friend.
- d. Eric prepared a delicious pumpkin pie for Thanksgiving dinner.

REFLECTING on your own practice: What mistakes do you continue to make in the Do Nows. What are you doing wrong and how can you improve your grammar? If you don't make any mistakes, what makes it easy for you to answer the questions correctly? How would you teach others what you know?

Name: _____

Date: _____

VOCABULARY: Pick ANY four words from the word bank that you don't know the definition to. Complete the Frayer Model for each of the four vocabulary words. Make sure to go back to the excerpts in the previous lesson to find context clues for your FOUR words.

WORD BANK

1. Fault line
2. topple
3. coup
4. spiritual pollution

5. guerillas
6. roughshod
7. dysfunction
8. assault

(1) Vocabulary word:

Definition in your own words:

Picture:

(2) Vocabulary word:

Definition in your own words:

Picture:

Synonym:

Reminder:

Synonym:

Reminder:

(3) Vocabulary word:

Definition in your own words:

Picture:

(4) Vocabulary word:

Definition in your own words:

Picture:

Synonym:

Reminder:

Synonym:

Reminder:

Name: _____

Date: _____

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

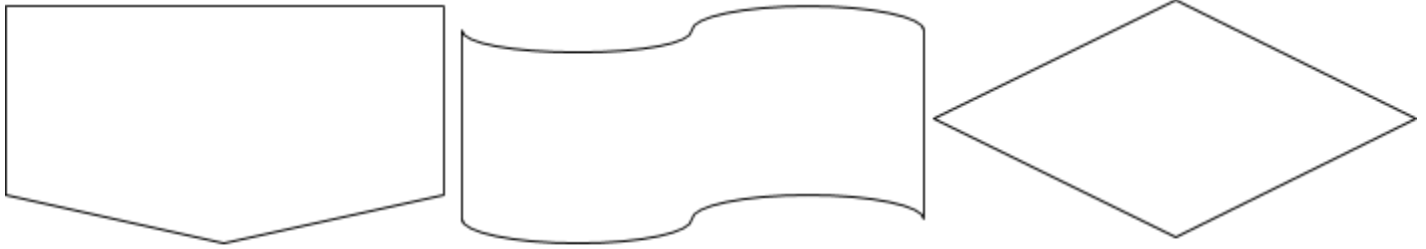
Fill in the columns after you read the chapters.

Chapter	What more have you learned about Nya's story?	What more have you learned about Salva's story?
7		

MAKING CONNECTIONS: What cultural habits did you see in the chapter related to the Dinka and Nuer tribes?

-
-
-

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



Below the shapes is a long horizontal rectangular box for writing.

Name: _____

Date: _____

Unit 1 Lesson 12

Learning Targets:

→ I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)

Do Now: Fix the sentence by using correct capitalization (there are five errors)

(1) matt cooked mashed potatoes for christmas. aunt lori lives in charlsetown and since it was nearby, we had the dinner there.

Add the correct punctuation.

(2) I like to play team sports such as football basketball and soccer Every year I join my school's team for each of the sports

TAKING NOTES: You will learn how to write a CER. Identify what each letter stands for (use the PPT for hints)

C

E

R

TAKING NOTES: Determine the purpose of each step. Talk with the rest of the class to get ideas. Then look to the PPT for hints.

C

E

R

Name: _____

Date: _____

INDEPENDENT PRACTICE TIME: Look at the written paragraph below.

1. Box the claim and place a big C next to it. Lightly shade it in with your pencil or pen so that it is still visible (you may use a highlighter).
2. Circle the sentence starter, along with the evidence and place a big E next to it
3. Underline the reasoning and place a big R next to it.

Salva's daydream reveals the importance of cattle in Dinka culture. In the text, Salva recalls the game of molding cows out of clay with his friends. He states, "The more cows you made, the richer you were" (Park, 2010, p. 10). This quote shows the significance of cattle in Sudan. Cows provided food, required land, and thus showed a family's wealth. Salva mentions that his father was successful because he owned a lot of cattle. Salva's daydream recalls a happier time when Salva felt safe and secure.

YOUR TURN: Read the prompt below. Respond to it by writing your own CER.

1. Make sure to cite evidence using the correct APA style guide with the author's name and page in the parenthesis (refer to your notes).
2. You must also go back into your packet to find quotes for your CER.
3. Do not forget to provide reasoning → tell us what we don't already know

PROMPT: What was different in how Dinka and Nuer fought each other after the war 'entered a new phase' in 1991?

C

E

R

(Notice how the R box is much bigger than the E box. When you provide reasoning you must truly explain the significance of your quote. Make sure to fill the box to the bottom.)

Name: _____

Date: _____

Analyze the rubric below with your partner and together, answer the questions that follow.

Paragraph Response Writing Rubric

	4	3	2	1	0
Claim			Response includes a clearly stated claim that accurately and fully answers the prompt/question	Response includes a claim though it may be incorrect, unclear or not stated in a full sentence	Response does not include a claim
Evidence	Response includes very strong supporting evidence that is well integrated	Response includes strong supporting evidence that is decently integrated	Response includes evidence but it is not the strongest evidence and/or poorly integrated	Response includes either weak or poorly integrated evidence.	Response does not include evidence
Reasoning	Response includes reasoning that clearly analyzes the evidence and thoroughly demonstrates how the evidence supports the claim	Response includes reasoning that analyzes the evidence and shows how the evidence supports the claim	Response includes reasoning that is incomplete or weak in analyzing the evidence and/or showing how it supports the claim	Response includes reasoning that does not show how the evidence supports the claim	Response does not include reasoning

SCORE: _____ / 10

What is the maximum number of points you can receive for claim? _____

What differentiates a score of four on evidence from a score of three on evidence?

What differentiates a score of four on evidence from a score of three on evidence?

Name: _____

Date: _____

PARTNER TIME (feedback): Exchange your written CER with your partner. Read what they have written. For each step, tell them something they did well on and something they should improve on for next time to better their CER. Use the rubric above to help give feedback.

C	One thing you did well on:
	One thing you need to improve on:
E	One thing you did well on:
	One thing you need to improve on:
R	One thing you did well on:
	One thing you need to improve on:

SUMMARY TIME

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.

Unit 1 Lesson 13

Learning Targets:

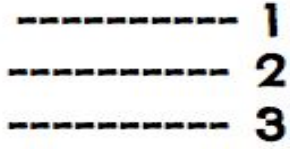
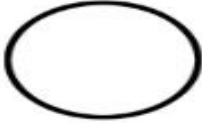



- I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.7.11)
- I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)
- I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

Do Now: Fix the sentence by using correct capitalization and adding proper punctuation

i love to write because i can express my ideas think creatively and improve my grammar this year i plan on working on citing quotes correctly

READ the excerpt below. You must use the annotation key to annotate the text as you read. You are responsible for:

1. A minimum of FIVE annotations for Excerpt One and a minimum of three for Excerpt Two (total 8)
2. Every annotation must be accompanied with a note in the margin (either giving more detail about what you have marked up or asking questions about it).

Text Symbols for Annotations	
	Number the paragraphs
	Circle unfamiliar vocabulary and look up definition
<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

EXCERPT 1

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

- (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.
- (2) 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.
- (3) 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.
- (4) 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.
- (5) 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.
- (6) The men say the absence of cattle has transformed the dowry process. Negotiations [agreements;

Name: _____

Date: _____

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.

- (7) Nowadays the negotiations are still held, but they are about handshakes and pledges. There is no livestock available to change hands.
- (8) 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."

GIST: _____

—

EXCERPT 2

- (1) 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.
- (2) 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.
- (3) 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.
- (4) 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.
- (5) "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."

GIST: _____

—

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

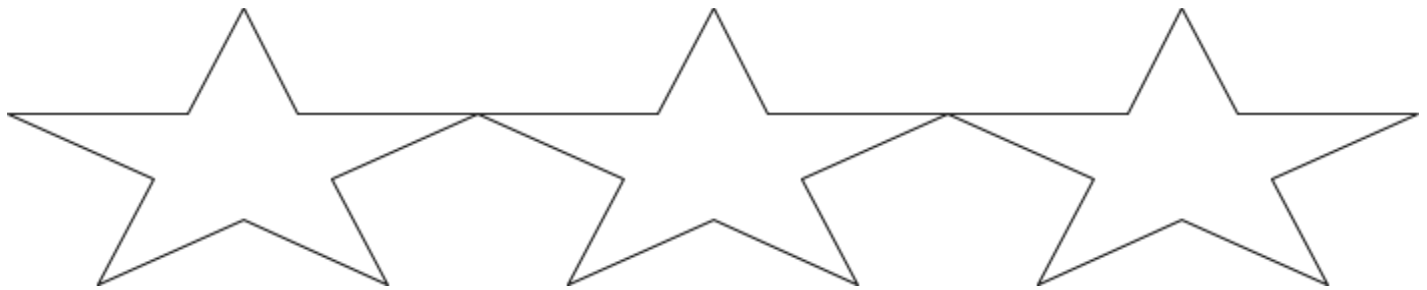
Name: _____

Date: _____

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: Now that we've read some articles about the Dinka and Nuer tribes in Southern Sudan, what is one image that stays in your mind about how time, culture, or place has affected the people of Sudan? |
| 2 | Partner 2 asks Partner 1: What is another image that stays in your mind about how time, culture, or place has affected the people of Sudan? |
| 3 | Partner 1 asks Partner 2: If you could ask a member of the Dinka or Nuer tribe one question about his or her life, what would you ask? Why? |

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



Unit 1 Lesson 14

End -of -Unit Assessment

PACKET REVIEW

You **MUST** complete 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 did the task. Extra points will be taken off if you placed your initials but failed to do the task.

Student Initial	Task
	1. My name is 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).

Name: _____

Date: _____

	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 (very poor)	2 (poor)	3 (okay)	4 (excellent)
	6. The level of my effort on this packet was (circle):			
	1 (very poor)	2 (poor)	3 (okay)	4 (excellent)