

A Long Walk to Water

By Linda Sue Park



Unit 2, Lessons 1-8

Name: _____

Date: _____

Learning Objectives:

- ★ I can cite several several pieces of text-based evidence to support my analysis of an informational text
- ★ I can analyze how authors of fiction use or alter history based on my comparison of a fictional and historical account of the same time, place, or character.

Essential Question:

How do individuals survive in challenging environments?

***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

Unit 2 Lesson 1**Learning Targets:**

- **I can** identify a central theme in *A Long Walk to Water*.
- **I can** effectively engage in discussions with different discussion appointment partners.

Do Now: Read this sentence from a student's report.

Chile peppers range from the extra fiery habanero and chipotles to the more mild and flavorful Anaheim and sweet anchos.

1. What part of speech is the underlined word in this sentence?

- a. noun
- b. verb
- c. adjective
- d. adverb

2. Explain why "range" is correct in this sentence but "ranges" is not.

What is theme?

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

- 1. It is a message about life.
- 2. It is a statement, **not a one-worded topic**. For example, "*friendship*" is not a theme, but "*friendship can bring comfort in times of hardship*" could be a theme.
- 3. Different books or movies can have similar themes.

So far from what you've read, what do you think the theme of *A Long Walk to Water* could be? Identify a theme and explain why below:

Brain Talk - Themes in Literature

Directions: These are all common themes found in literature. With your partner, you will select **three** that best represent *A Long Walk to Water*. Place an X next to each of the options that you select. Be prepared to explain why you selected each one.

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

INDEPENDENT WORK TIME - Survival Anchor Chart

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

CHALLENGES	SURVIVAL FACTORS
No clean water near where Nya's family lives	Nya walks to get water every day
Salva and people traveling with him don't have enough food	Salva and his group find food (honey)

SUMMARY TIME

Imagine one of your friends is out of class today. Fill in each of the three sticky notes summarizing what you have learned today.

**Unit 2 Lesson 2****Learning Targets:**

→ **I can** analyze the development of a theme in a novel by identifying challenges to and factors in survival for Salva and Nya in *A Long Walk to Water*.

Do Now: Read the following sentence and answer the questions that follow.

But be careful one of these peppers (**is/are**) so hot that just a nibble can make your eyes water.

1. What punctuation mark belongs between the words *careful* and *one*?
 - a. A colon
 - b. A semicolon
 - c. Parenthesis
 - d. A comma
2. Circle the correct verb.

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?
8		

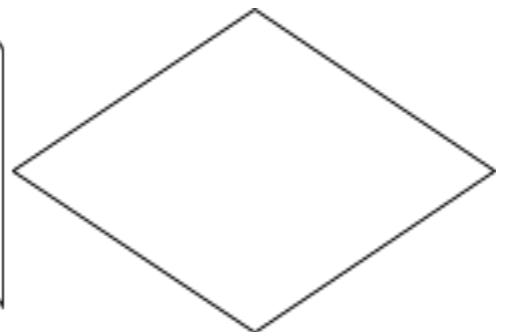
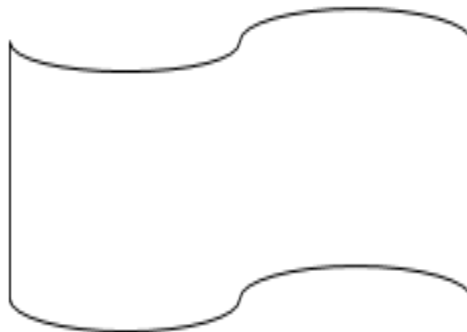
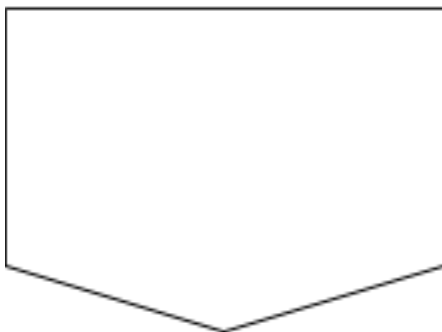
Survival Anchor Chart

Directions: Fill in the graphic organizer with challenges that Nya and Salva have faced in chapters 6-8. Please write a detailed gist per box (2-3 sentences) of the challenges they experience. The first row is done as an example.

Chapter	Nya	Salva
6	<i>Nya and her family are at the lake camp, where she digs for water instead of walking to it. Her mother is worried that when her father and brother go out hunting, they will be attacked by Dinka.</i>	<i>Salva meets his Uncle Jewiir, who was traveling in the same group he was. Uncle Jewiir is a leader in the group. He uses his gun to shoot a topi to eat, but they have all been so starved that it makes them sick. Salva's friend Marial is killed by a lion while he is sleeping.</i>
7		
8		

Rubric Categories	4	3	2	1	0
CLAIM (RL/RI) TOTAL /4	Writes a one-sentence claim that is clearly communicated, uses the language from the question, and accurately responds to the writing prompt. Does not contain an "I" statement.	Writes a correct one sentence claim that accurately responds to the writing prompt but does not fully use the language from the writing prompt.	Writes a claim sentence that somewhat responds to the writing prompt, but is incomplete or disorganized.	Writes a claim sentence that does not respond to the writing prompt. Claim may be confusing, unclear, or inaccurate.	<i>Claim is missing entirely.</i>
EVIDENCE (RL/I.1) TOTAL /4	Selects multiple pieces of evidence (direct quote) that strongly supports the claim. All evidence is introduced and cited correctly with the source title and page numbers.	Selects multiple pieces of evidence (direct quotes) that is supportive of the claim. All evidence is introduced and cited correctly with the source title and page numbers.	Selects evidence that supports the claim but not a direct quote (paraphrased). Some evidence might be incorrect or inappropriate for the claim. Evidence is missing introduction and citation.	Selects evidence that does not support the claim.	<i>Evidence is missing entirely.</i>
REASONING (RL/I.1) TOTAL /4	Clearly explains the main idea of the evidence in your own words. Clearly explains how the evidence supports the claim.	Explains the main idea of the evidence in your own words. Explains how the evidence supports the claim.	Missing or weak explanation of main idea of the evidence. OR Missing or weak explanation of how the evidence supports the claim.	Reasoning is unclear or confusing.	<i>Reasoning is missing entirely.</i>
CONVENTIONS (L.2) TOTAL /2	X	x	Adequate use of correct sentence formation, organization, punctuation, capitalization, grammar usage, and spelling	Limited use of correct sentence formation, organization, punctuation, capitalization, grammar usage, and spelling	<i>CER is missing entirely.</i>
TOTAL /14					

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



Unit 2 Lesson 3

Learning Targets:

- **I can** analyze the development of a theme in a novel by identifying challenges to and factors in survival for Salva and Nya in *A Long Walk to Water*.
- **I can** cite several pieces of text-based evidence to support my claims about the factors that allowed Salva and Nya to survive in *A Long Walk to Water*.

Do Now: Read the following questions and circle the correct answers.

There (is/are) over 100 different kinds of chile peppers in mexico.

1. Circle the correct verb.
2. Which underlined word should be capitalized?
 - A. Over
 - B. Chile
 - C. Peppers
 - D. Mexico

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?
9		
10		

Survival Anchor Chart

Directions: Fill in the graphic organizer with challenges that Nya and Salva have faced in chapters 9 and 10. Please write a detailed gist per box (2-3 sentences) of the challenges they experience.

Chapter	Nya	Salva
9		
10		

Chapters 9-10

Focus Question: What factors allow the two characters to survive in challenging environments?

Directions: Cite a direct quote with citations, from Salva and Nya, and explain how the textual evidence shows that they are surviving in challenging environments.

<i>Detail/Evidence & In Text Citation</i>	<i>Explanation</i>
Quote (About Salva) "Eh, Nephew!" he said in a cheerful voice. We are together now, so I will look after you" (Park, 2010, p. 35).	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.

Quote (About Nya)	Explanation
<p>“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.” (Park, 2010, p. 45)</p>	<p>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.</p>
Quote (About Salva)	
Quote (About Nya)	

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

1.

2.

Unit 2 Lesson 4

Learning Targets:

- **I can** explain what juxtaposition means and list several ways in which Salva and Nya are juxtaposed in *A Long Walk to Water*.
- **I can** explain one way in which juxtaposing these characters helps the author compare and contrast their points of view.

Do Now: Read Chapters 11, 12 and 13.

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?
11		
12		
13		

Survival Anchor Chart

Directions: Fill in the graphic organizer with challenges that Nya and Salva have faced in chapters 11-13. Please write a detailed gist per box (2-3 sentences) of the challenges they experience.

Chapter	Nya	Salva
11		
12		
13		

Juxtaposition Activity



PARTNER TIME: With a partner, answer the following questions about juxtaposition:

Juxtaposition: Two things are placed close together for contrasting effect.

1. What two things that are juxtaposed here?

2. What details in the image are the same? What details are different?

3. Why did the artist want you to compare these two things?

Applying Juxtaposition to A Long Walk To Water

PARTNER TIME: With a partner, answer the following questions about juxtaposition in *A Long Walk To Water*.

1. In chapters 8 and 9, what was each character's experience with water?

2. How were their experiences the same and different?

3. Why do you think the author put these two accounts so close to each other?

4. What does Park want you to notice or wonder about survival in Sudan?

SUMMARY TIME:

Write two things on the whiteboard you learned today. Be prepared to share when the teacher instructs it.

Unit 2 Lesson 5

Learning Targets:

- **I can** continue to select evidence to explain what happens to Salva and Nya in *A Long Walk to Water*.
- **I can** select a quote from *A Long Walk to Water* and explain how it illustrates a factor in how Nya and/or Salva survive.

Do Now: Refer back to chapters 9-13 to answer questions on vocabulary.

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*?

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?
14		
15		

Survival Anchor Chart

Directions: Fill in the graphic organizer with challenges that Nya and Salva have faced in each chapter. Please write a detailed gist per box (2-3 sentences) of the challenges they experience.

Chapter	Nya	Salva
14		
15		

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

Directions: Cite textual evidence to illustrate how persistence helps Salva survive a challenge he faces in *A Long Walk to Water*. Use the space below to write a complete CER.

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.

Unit 2 Lesson 6
Learning Targets:

- I can compare the accounts of survival in “Time Trip: Sudan’s Civil War” and *A Long Walk to Water*.
- I can cite several pieces of text-based evidence to support my comparison of “Time Trip: Sudan’s Civil War” and the novel *A Long Walk to Water*.

Do Now: Refer back to chapters 14-15 to answer questions on vocabulary.

“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 context clues did you find on pages 85 and 86 that helped you figure it out?

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

Fill in the columns after you read the chapters.

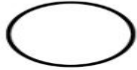



Chapter	What more have you learned about Nya's story?	What more have you learned about Salva's story?
16		
17		
18		

Chapters 16-18

Focus Question: How do Salva and Nya survive in a challenging environment in a Long Walk to Water?

<i>Detail/Evidence & In Text Citations</i>	<i>Explanation</i>
Quote (About Salva)	Explanation
Quote (About Nya)	Explanation

INDEPENDENT WORK TIME: Read and annotate the following text:

Text Symbols for Annotations	
----- 1 ----- 2 ----- 3	Number the paragraphs
	Circle unfamiliar vocabulary and look up definition
<u>Underline</u> Highlight 	Underline or highlight main ideas and important details
	Write the questions or confusions you have
	Write the connections from reading to anything else

Time Trip: Sudan's Civil War	Gist of Challenges to Survive
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	

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

1.

2.

Unit 2 Lesson 7

Learning Targets:

- I can cite several pieces of text-based evidence to support my analysis of the experience of people in South Sudan
- I can compare and contrast the accounts of survival in “Time Trip: Sudan’s Civil War” and *A Long Walk to Water*.
- I can analyze how Linda Sue Park used or altered history in *A Long Walk to Water*.

Do Now: Refer back to chapters 16-18 to answer questions on vocabulary.

Learning Target: 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 *compare* mean? Underline the parts of the excerpt that could help you figure this out.

2. What does the word *contrast* mean? Underline the parts of the excerpt that could help you figure this out.

Comparing Historical and Fictional Experiences in Sudan

Directions: Find the similarities between a fictional (*A Long Walk to Water*) and a historical text (*Time Trip: Sudan’s Civil War*).

Experiences in <i>A Long Walk to Water</i>	Experiences in “Time Trip: Sudan’s Civil War”
In Chapter 9, Salva was walking through the desert and didn’t have enough water.	“They went days without food or water, eating leaves and berries and sucking liquid from mud to stay alive.”

Chalk Talk Directions: Work with your partner in recording I notice, I wonder observations about the textual evidence to analyze how Linda Sue Park altered history in *A Long Walk to Water*.

A) "I hope that because of this book more people will learn about the Lost Boys and the Country of Sudan." - Salva Dut, "A Message from Salva Dut" (116)

I notice

I wonder

B) "Some of the details in this story have been fictionalized, but the major events depicted are based on Salva's own experiences." —Linda Sue Park, Author's Note (118)

I notice

I wonder

INDEPENDENT WORK TIME: How did Linda Sue Park use or alter history in *A Long Walk to Water*? Salva is a real person, Nya is **not**. Salva's experiences in the book are based on his experiences in real life. Nya's experiences in the book are based on real events, but she is a fictional character.

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

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*?

SUMMARY Check

Imagine one of your friends is out of class today and you are writing them three sticky notes summarizing today's lesson:



Unit 2 Lesson 8

Learning Targets:

- I can effectively engage in discussions with my classmates about our reading.
- I can explain how comparing and contrasting Salva's and Nya's points of view in the second part of the novel helps Park convey ideas about how people in Sudan survive.
- I can explain the physical and emotional factors that helped Nya and Salva to survive in *A Long Walk to Water*.

Do Now: Read the following question and circle the correct answer.

For the next 22 years Einstein works at the Institute for Advanced Study in Princeton, new Jersey.

1. Read the above sentence. What is the correct way to write this sentence?

- A. For the next 22 years Einstein worked at the institute for Advanced Study in Princeton, New Jersey.
- B. For the next 22 years Einstein works at the institute for advanced study in Princeton, New Jersey.
- C. For the next 22 years Einstein worked at the Institute for Advanced Study in Princeton, New Jersey.
- D. Leave as is.

Water for South Sudan - Reading Activity

Directions: 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; 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

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: Who We Are: Mission

Questions

Water for South Sudan, Inc., based in Rochester, New York, USA, is a not-for-profit 501(c)(3) corporation founded in 2003. . . .

Rewrite the underlined sentence in your own words, making sure to not use the words *mission* or *transform*.

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. This mission is inspired and led by our founder, former "Lost Boy" Salva Dut. . . .

<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>How does Water for Sudan connect to the novel <i>A Long Walk to Water</i>?</p>
<p>Text: Water for Sudan: What We Do</p>	<p>Questions</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>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>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>Rewrite the final sentence of this text in your own words.</p>

SUMMARY TIME: Find a partner on the other side of the room. 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.

Partner One

1.

2.

Partner Two

1.

2.

Text Dependent Questions (Homework if not finished)

How does the author juxtapose Salva and Nya in the final chapters of the novel?

How has Salva's point of view about the Nuer changed?

How has Nya's point of view about the Dinka changed?

What are the physical and emotional resources that enable Salva and Nya to survive?

What do you think the author's opinion is about which type of resource is more important for survival? What makes you say that?

Unit 2 Lesson 9

Mid-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).			
	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)