Grade 7: Module 1
Overview
In this 8 eight-week module, students explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War. They build proficiency in using textual evidence to support ideas in their writing, both in shorter responses and in an extended essay. In Unit 1, students begin the novel *A Long Walk to Water* (720L) by Linda Sue Park. Students will read closely to practice citing evidence and drawing inferences from this compelling text as they begin to analyze and contrast the points of view of the two central characters, Salva and Nya. They also will read informational text to gather evidence on the perspectives of the Dinka and Nuer tribes of Southern Sudan. In Unit 2, students will read the remainder of the novel, focusing on the commonalities between Salva and Nya in relation to the novel’s theme: how individuals survive in challenging environments. (The main characters’ journeys are fraught with challenges imposed by the environment, including the lack of safe drinking water, threats posed by animals, and the constant scarcity of food. They are also challenged by political and social environments.). As in Unit 1, students will read this literature closely alongside complex informational texts (focusing on background on Sudan and factual accounts of the experiences of refugees from the Second Sudanese Civil War). Unit 2 culminates with a literary analysis essay about the theme of survival. Unit 3 brings students back to a deep exploration of character and point of view: students will combine their research about Sudan with specific quotes from *A Long Walk to Water* as they craft a two-voice poem, comparing and contrasting the points of view of the two main characters, Salva and Nya., The two-voice poem gives students an opportunity to use both their analysis of the characters and theme in the novel and their research about the experiences of the people of Southern Sudan during the Second Sudanese Civil War. This task addresses NYSP12 ELA Standards RL.7.6, RL.7.11, W.7.3a and d, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, and L.7.2.

### Guiding Questions And Big Ideas

- **How do individuals survive in challenging environments?**
- **How do culture, time, and place influence the development of identity?**
- **How does reading from different texts about the same topic build our understanding?**
- **What are the ways that an author can juxtapose two characters?**
  - Individual survival in challenging environments requires both physical and emotional resources.
  - Using informational writing about a historical time, place, or people enriches our understanding of a fictional portrayal of the same time period or events.

### Performance Task

**Research-Based Two-Voice Poem**

This performance task gives students a chance to demonstrate their understanding of the characters and issues of survival presented in *A Long Walk to Water* by Linda Sue Park. Students will be crafting and presenting a two-voice poem incorporating the views and experiences of the two main characters, Nya and Salva, as well as factual information about Southern Sudan and the environmental and political challenges facing the people of Sudan during and after the Second Sudanese Civil War. Students will have read the novel and various informational texts to gather a rich collection of textual details from which they can select to incorporate into their poems. This task addresses NYSP12 ELA Standards RL.7.6, RL.7.11, W.7.3a, d, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, and L.7.2.
Content Connections

This module is designed to address English Language Arts standards within the rich context of the Sudanese Civil War. However, the module intentionally incorporates Social Studies key ideas and themes to support potential interdisciplinary connections. These intentional connections are described below.

**Big Ideas and Guiding Questions are informed by the New York State Common Core K-8 Social Studies Framework:**

**Unifying Themes (pages 6–7)**

- Theme 1: Individual Development and Cultural Identity: The role of social, political, and cultural interactions supports the development of identity. Personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences.
- Theme 4: Geography, Humans, and the Environment: The relationship between human populations and the physical world (people, places, and environments).

**Social Studies Practices, Geographic Reasoning, Grades 5–8:**

- Descriptor 2: Describe the relationships between people and environments and the connections between people and places (page 58).
<table>
<thead>
<tr>
<th>CCS STANDARDS: READING—Literature</th>
<th>Long-Term Learning Targets</th>
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<tbody>
<tr>
<td>RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>I can cite several pieces of text-based evidence to support an analysis of literary text.</td>
</tr>
<tr>
<td>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</td>
<td>I can analyze the development of a theme or central idea throughout a literary text.</td>
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<tr>
<td>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</td>
<td>I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings).</td>
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<tr>
<td>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</td>
<td>I can analyze how an author develops and contrasts the points of view of characters and narrators in a literary text.</td>
</tr>
<tr>
<td>RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</td>
<td>I can compare and contrast a fictional and historical account of a time, place, or character.</td>
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<tr>
<td>RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>I can read grade-level literary texts proficiently and independently. I can read above-grade-level texts with scaffolding and support.</td>
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<tr>
<td>RL.7.11 Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.</td>
<td>I can make connections between a novel and other informational texts.</td>
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<tr>
<td>CCS STANDARDS: READING—Informational Text</td>
<td>Long-Term Learning Targets</td>
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<tr>
<td>• RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>• I can cite several pieces of evidence to support an analysis of informational text.</td>
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<tr>
<td>• RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</td>
<td>• I can objectively summarize informational text.</td>
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<tr>
<td>• RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</td>
<td>• I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings).</td>
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<td>• RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</td>
<td>• I can determine an author’s point of view or purpose in informational text.</td>
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<tr>
<td>• RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>• I can read grade-level informational texts proficiently and independently. • I can read above-grade-level texts with scaffolding and support.</td>
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<tr>
<td>CCS STANDARDS: WRITING</td>
<td>Long-Term Learning Targets</td>
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<td>• W.7.2. Write informative/explanatory texts to examine a topic and convey ideas,</td>
<td>• I can write informative/explanatory texts that convey ideas and concepts using</td>
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<td>concepts, and information through the selection, organization, and analysis of</td>
<td>relevant information that is carefully selected and organized.</td>
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<td>relevant content.</td>
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<td>– a. Introduce a topic clearly, previewing what is to follow; organize ideas,</td>
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<td>concepts, and information, using strategies such as definition, classification,</td>
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<td>comparison/contrast, and cause/effect; include formatting (e.g., headings),</td>
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<td>graphics (e.g., charts, tables), and multimedia when useful to aiding</td>
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<td>comprehension.</td>
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<td>– b. Develop the topic with relevant facts, definitions, concrete details,</td>
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<td>quotations, or other information and examples.</td>
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<td>– c. Use appropriate transitions to create cohesion and clarify the relationships</td>
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<td>among ideas and concepts.</td>
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<td>– d. Use precise language and domain-specific vocabulary to inform about or</td>
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<td>explain the topic.</td>
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<td>– e. Establish and maintain a formal style.</td>
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<td>– f. Provide a concluding statement or section that follows from and supports the</td>
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<td>information or explanation presented.</td>
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### CCS STANDARDS: WRITING

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<tr>
<th>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</th>
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<tbody>
<tr>
<td>• a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</td>
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<tr>
<td>• b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</td>
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<td>• c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</td>
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<td>• d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</td>
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<tr>
<td>• e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</td>
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</table>

### Long-Term Learning Targets

| I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. |

| W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |

| I can produce clear and coherent writing that is appropriate to task, purpose, and audience. |

| W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

| With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. |

| W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

| I can gather relevant information from a variety of sources. |
| I can quote or paraphrase others’ work while avoiding plagiarism. |
| I can use a standard format for citation. |
### CCS STANDARDS: WRITING

<table>
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<tr>
<th>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</th>
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<tbody>
<tr>
<td>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</td>
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<td>b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</td>
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<tr>
<td>W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
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</table>

### Long-Term Learning Targets

<table>
<thead>
<tr>
<th>I can select evidence from literary or informational texts to support analysis, reflection, and research.</th>
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<tbody>
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<td>I can adjust my writing practices for different timeframes, tasks, purposes, and audiences.</td>
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## CCS STANDARDS: SPEAKING AND LISTENING

<table>
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<tr>
<th>CCS Standards</th>
<th>Long-Term Learning Targets</th>
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| SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  
  - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
  - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  
  - c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.’  
  - d. Acknowledge new information expressed by others and, when warranted, modify their own views. | I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues.  
  - I can express my own ideas clearly during discussions.  
  - I can build on others’ ideas during discussions. |
<p>| SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | I can analyze the main ideas and supporting details presented in different media and formats. |
| SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | I can use effective speaking techniques (appropriate eye contact, adequate volume and clear pronunciation). |</p>
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<tr>
<th>CCS STANDARDS: LANGUAGE</th>
<th>Long-Term Learning Targets</th>
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<tr>
<td>• L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>• I can use correct grammar and usage when writing or speaking.</td>
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<td>– a. Explain the function of phrases and clauses in general and their function in specific sentences.</td>
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<td>– b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</td>
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<td>– c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</td>
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<td>• L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader.</td>
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<td>– a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</td>
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<td>– b. Spell correctly.</td>
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<td>• L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
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<td>– a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</td>
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<tr>
<td>CCS STANDARDS: LANGUAGE</td>
<td>Long-Term Learning Targets</td>
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| • L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  
  – a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  
  – b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).  
  – c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  
  – d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | • I can use a variety of strategies to determine the meaning of unknown words or phrases. |
| • L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
  – a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  
  – b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  
  – c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*). | • I can analyze figurative language, word relationships and nuances in word meanings. |
| • L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | • I can accurately use seventh-grade academic vocabulary to express my ideas.  
  • I can use resources to build my vocabulary. |
### Central Texts


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<tr>
<th>Week</th>
<th>Instructional Focus</th>
<th>Long-Term Targets</th>
<th>Assessments</th>
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</table>
| **Unit 1: Perspectives in Southern Sudan** | • Building background knowledge about physical environment and reading maps  
  • Gathering evidence about point of view in a literary text                     | • I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)  
  • I can analyze how an author develops and contrasts the points of view of characters and narrators in a literary text. (RL.7.6) | • Mid-Unit 1: Identifying Perspective and Using Evidence from *A Long Walk to Water* (RL.7.1 and RL.7.6) |
| **Weeks 1-3** | • Gathering evidence about point of view in a literary text                           | • I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)  
  • I can analyze how an author develops and contrasts the points of view of characters and narrators in a literary text. (RL.7.6) |                                                                                     |
|          | • Connecting information with literature: building background knowledge about the Dinka and Nuer tribes of Southern Sudan  
  • Gathering evidence about point of view in a literary text                        | • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)  
  • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)  
  • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) | • End of Unit 1: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes (RL.7.1, W.7.4, and W.7.9) |
<table>
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<tr>
<th>Week</th>
<th>Instructional Focus</th>
<th>Long-Term Targets</th>
<th>Assessments</th>
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<tbody>
<tr>
<td><strong>Unit 2: Surviving in Sudan</strong></td>
<td><strong>Weeks 4-7</strong></td>
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<td>• Continue <em>A Long Walk to Water</em>, introduce concept of “theme” and focus on one theme: How people survive in challenging environments</td>
<td>• I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)</td>
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<td>• Start Reader’s Dictionary and anchor charts:</td>
<td>• I can compare and contrast a fictional and historical account of a time, place, or character. (RL.7.9)</td>
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<td>• What factors help people survive challenging environments?</td>
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<td>• How does the author develop and contrast the two characters’ point of view?</td>
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<td>• What happens to Salva and Nya?</td>
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<td>• Introducing refugee accounts and reading informational text.</td>
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<td>• Continue working with refugee texts and finish novel</td>
<td>• I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</td>
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<td>• Introduce End of Unit 2 essay prompt</td>
<td>• I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)</td>
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<td></td>
<td>• Start scaffolding for essay by searching Reader’s Notes and Graphic Organizers to collect details for essay</td>
<td>• I can compare and contrast a fictional and historical account of a time, place, or character. (RL.7.9)</td>
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<td>• Mid-Unit 2 Assessment: Comparing “Water for Sudan” and <em>A Long Walk to Water</em> (RI.7.1, RL.7.1, and RL.7.9)</td>
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<td>Week</td>
<td>Instructional Focus</td>
<td>Long-Term Targets</td>
<td>Assessments</td>
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| Weeks 4-7, continued | • Share a model essay and rubric  
  • Instruction: how to analyze and incorporate quotes  
  • Write essay draft | • I can cite several pieces of evidence to support an analysis of literary text. (RL.7.1)  
  • I can analyze the development of a theme or central idea throughout a literary text. (RL.7.2)  
  • I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)  
  • I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.7.4)  
  • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)  
  • I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6) | • End of Unit Assessment, Part 1: On-Demand Draft Writing about the Theme of Survival (RL.7.1, RL.7.2, W.7.2, W.7.4, W.7.9, and L.7.6) |
|  | • Read more informational text about Sudan; summarize and build concept map to gather information for the research-based two-voice poem  
  • Revise draft based on teacher feedback  
  • Finalize essay | • I can cite several pieces of evidence to support an analysis of literary text. (RL.7.1)  
  • I can analyze the development of a theme or central idea throughout a literary text. (RL.7.2)  
  • I can compare and contrast a fictional and historical account of a time, place, or character. (RL.7.9) | • End of Unit Assessment, Part 2: Final Draft Writing about the Theme of Survival (RL.7.1, RL.7.2, W.7.2, W.7.4, W.7.8, W.7.9, L.7.1, L.7.2, and L.7.6) |
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<th>Week</th>
<th>Instructional Focus</th>
<th>Long-Term Targets (continued)</th>
<th>Assessments</th>
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</table>
| Weeks 4-7, continued | • I can write informative/ explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)  
• I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.7.4)  
• I can gather relevant information from a variety of sources. (W.7.8)  
• I can quote or paraphrase others’ work while avoiding plagiarism. (W.7.8)  
• I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)  
• I can use correct grammar and usage when writing or speaking. (L.7.1)  
• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.7.2)  
• I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6) | |
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| Week 8 | • Reconnect with the content of the informational texts and novel by discussing the author’s use of juxtaposition in the novel.  
  • Read models of two-voice poems, analyze structure. Students identify criteria and a rubric  
  • Selecting evidence and planning to create a research-based two-voice poem  
  • Draft, critique, and revise two-voice poem  
  • Share poems | • I can analyze how an author develops and contrasts the points of view of characters and narrators in a literary text. (RL.7.6)  
  • I can make connections between a novel and other informational texts. (RL.7.11)  
  • I can cite several pieces of evidence to support an analysis of informational text. (RI.7.1)  
  • I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3)  
  • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)  
  • With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)  
  • I can gather relevant information from a variety of sources. (W.7.8)  
  • I can quote or paraphrase others’ work while avoiding plagiarism. (W.7.8)  
  • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) | • Mid-Unit 3 Assessment: Author’s Craft: Juxtaposition in *A Long Walk to Water* (RL.7.1, RL.7.2, and RL.7.6)  
  • End of Unit 3 Assessment: Using Strong Evidence (RL.7.1, RI.7.1, L.7.2, W.7.9)  
  • Final Performance Task: Research-based Two-Voice Poem (RL.7.6, RL.7.11, W.7.3a, d, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, and L.7.2). |
<table>
<thead>
<tr>
<th>Week</th>
<th>Instructional Focus</th>
<th>Long-Term Targets (continued)</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| Week 8, continued | | • I can use correct grammar and usage when writing or speaking. (L.7.1)  
• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.7.2) | |
Grade 7: Module 1
Assessment Overview
### Performance Task

**Research-Based Two-Voice Poem**

This performance task gives students a chance to demonstrate their understanding of the characters and issues of survival presented in *A Long Walk to Water* by Linda Sue Park. Students will be crafting and presenting a two-voice poem incorporating the views and experiences of the two main characters, Nya and Salva, as well as factual information about Southern Sudan and the environmental and political challenges facing the people of Sudan during and after the Second Sudanese Civil War. Students will have read the novel and various informational texts to gather a rich collection of textual details from which they can select to incorporate into their poems. This task addresses NYSP12 ELA Standards RL.7.6, RL.7.11, W.7.3a, d, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, and L.7.2.

### Mid-Unit 1 Assessment

**Identifying Perspective and Using Evidence from *A Long Walk to Water***

This assessment centers on standards NYS ELA CCLA RL.7.1 and RL.7.6. Students will complete a graphic organizer in which they gather and make inferences from textual evidence about the differences in perspective of Nya and Salva in *A Long Walk to Water*. Students will also respond to an Evidence-Based Selected Response item to further demonstrate their progress with analyzing text. This is a reading assessment: the purpose is for students to demonstrate their ability to cite textual evidence that articulates a character's perspective in a text, specifically in regard to how the plot unfolds and how a character responds to change. This assessment is not meant to formally assess students’ writing. Most students will write their responses in the graphic organizer, in which case it may also be appropriate to assess students on W.7.9. However, if necessary, students may dictate their answers to an adult.

### End of Unit 1 Assessment

**Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes**

This assessment centers on standard NYSP12 ELA CCLS RI.7.1, W.7.4, and W.7.9. Students will complete a graphic organizer in which they gather and make inferences from textual evidence about the differences in perspective of the Dinka and the Nuer in Sudan from informational text. This is a reading assessment: the purpose is for students to demonstrate their ability to cite textual evidence that articulates perspective in an informational text, specifically in regard to how history and culture affect social identity. Students will then respond to a short constructed-response question, “What is one important way that place shapes the identity of the Dinka and/or Nuer tribes?” This is also a writing assessment: the purpose is for students to demonstrate their growing ability to use textual evidence to support analysis.
| Mid-Unit 2 Assessment | Comparing “Water for Sudan” and A Long Walk to Water  
This assessment centers on NYSP12 ELA CCLS RL.7.1, RL.7.9, and RI.7.1. For this assessment, students will analyze how the author of A Long Walk to Water uses and elaborates on historical facts to convey her ideas about how people survive in South Sudan. |
|-----------------------|------------------------------------------------|
| End of Unit 2 Assessment | Literary Analysis—Writing about the Theme of Survival  
This assessment has two parts. Students respond to the following prompt: “What factors made survival possible for Salva in A Long Walk to Water? After reading the novel and accounts of the experiences of the people of Southern Sudan during the Second Sudanese Civil War, write an essay that addresses the theme of survival in the novel. Support your discussion with evidence from the text you have read.” Part 1 is students’ best on-demand draft, and centers on NYSP12 ELA CCLS RL.7.1, RL.7.2, W.7.2, W.7.4, W.7.9, and L.7.6. This draft will be assessed before students receive peer or teacher feedback so that their individual understanding of the texts and their writing skills can be observed. Part 2 is students’ final draft, revised after peer and teacher feedback. Part 2 adds standards L.7.1, L.7.2, and W.7.8. |
| Mid-Unit 3 Assessment | Author’s Craft: Juxtaposition in A Long Walk to Water  
This assessment centers on NYSP12 ELA CCLS RL.7.1, RL.7.2, and RL.7.6. Students will reread short sections of the novel and explain how the author of A Long Walk to Water develops and compares Salva’s and Nya’s point of view to convey her ideas about how people survive in South Sudan. |
| End of Unit 3 Assessment | Using Strong Evidence  
This assessment centers on NYSP12 ELA CCLS RI.7.1, RL.7.1, L.7.2, and W.7.9. After practicing the skill of locating evidence from informational texts to support the main ideas in their two-voice poems, students will complete the End of Unit 3 Assessment, which evaluates their ability to do this independently. Students will revisit an excerpt from A Long Walk to Water and encounter a new informational text about Sudan and will complete selected- and constructed-response items that ask them to select evidence from the informational text that would best support specific themes or ideas, and to justify their choice. |
Grade 7: Module 1
Performance Task
Summary of Task

• This performance task gives students a chance to demonstrate their understanding of the characters and issues of survival presented in *A Long Walk to Water* by Linda Sue Park. Students will be crafting and presenting a two-voice poem incorporating the views and experiences of the two main characters, Nya and Salva, as well as factual information about Southern Sudan and the environmental and political challenges facing the people of Sudan during and after the Second Sudanese Civil War. Students will have read the novel and various informational texts to gather a rich collection of textual details from which they can select to incorporate into their poems. **This task addresses NYSP12 ELA Standards RL.7.6, RL.7.11, W.7.3a, d, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, and L.7.2.**

Format

A research-based two-voice poem that includes quotes from the novel and from the informational texts. Format of poem will be based on study of model two-voice poems. Quotes will be cited in a following page labeled “Works Cited.” The rough draft of the poem will be assessed and then edited for revision. Final poem will be presented to the class or other audience.

Standards Assessed Through This Task

• **RL.7.6.** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

• **RL.7.11.** Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.

• **W.7.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  b. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

• **W.7.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

• **W.7.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

• **W.7.8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
## Standards Assessed Through This Task (continued)

- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- L.7.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.7.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

## Resources and Links

- http://www.lesn.appstate.edu/fryeem/RE4030/Pirates/Peter/i_poem_for_two_voices.htm
- http://www.myread.org/guide_multiple.htm

## Central Texts and Informational Texts

- Note: Additional Informational Text listed in each separate Unit Overview document.
**Student-Friendly Writing Invitation/Task Description**

- 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 researched-based two-voice poem spoken by Nya and Salva. In your poem you will be using quotes from *A Long Walk to Water* and the articles about Sudan. You will select details from these works to express your ideas about how these characters show the theme of survival in challenging environments. On a separate page, you will include citations for the quotes that you use.

**Key Criteria For Success (Aligned With Nysp12 Ela Ccls)**

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

**Your research-based two voice poem will include:**

- Your poem illustrates your view of the theme of survival in challenging situations.
- 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 from the informational articles you read that illustrate your view about the theme of individuals surviving challenging environments.
- 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 format correctly in the quotes and citations of sources.
Options For Students

- Students will write their poems individually. They will be looking back at all of the Reader’s Notes and graphic organizers as well as the text of the novel and articles as they gather details and quotes for their poems.
- Students might have a partner to assist as they work on their poems, but the poem will be an individual’s product.
- Student poems could be various lengths, shorter for those for whom language is a barrier.
- Students may have a partner to read the second voice as they present their poems.
- Students could present their poems to their own class as practice for presenting to others in the school community.
- Students could present their poems via recordings if they are too shy to stand in front of an audience.
- Students could also stand at the back of the room, with the class looking toward the front at a poster-sized 1930s-style radio front as if they were listening to the presentation on the radio.

Options For Teachers

- Students may present their poems to their own class, to other classes in the school, or to parents or other adults.
- Student poems could be accompanied by illustrations. These could be photos, artwork, or if technology is available, students could create visual backdrops to be shown as they read.
- Student poems could be displayed in the room, in the school, or in the community to enhance student motivation with the potential authentic audiences.
Grade 7: Module 1
Recommended Texts
The list below includes both literary and informational texts with a range of Lexile® text measures about the conflict in Sudan and the experience of the “Lost Boys of Sudan.” This provides appropriate independent reading for each student to help build content knowledge about this topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency that the Common Core Learning Standards (CCLS) demand.

Where possible, texts in languages other than English also are provided. Texts for the Grade 7 modules are categorized into four Lexile measures that correspond to Common Core Bands: Grade 2–3 band, Grade 4–5 band, Grade 6–8 band, and above 8th Grade. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

### Common Core Band Level Text Difficulty Ranges
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)
- **Grade 2–3:** 420–820L
- **Grade 4–5:** 740–1010L
- **Grade 6–8:** 925–1185L

<table>
<thead>
<tr>
<th>Title</th>
<th>Author And Illustrator</th>
<th>Text Type</th>
<th>Lexile Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lexile text measures in Grade 2–3 band level (below 740L)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>My Name Is Sangoel</em></td>
<td>Karen Lynn Williams (author)</td>
<td>Literature</td>
<td>440</td>
</tr>
<tr>
<td><em>Now Is the Time for Running</em></td>
<td>Michael Williams (author)</td>
<td>Literature</td>
<td>650</td>
</tr>
<tr>
<td><em>Brothers in Hope: The Story of the Lost Boys of Sudan</em></td>
<td>Mary Williams (author)</td>
<td>Literature</td>
<td>670</td>
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<tr>
<td><em>Burn My Heart</em></td>
<td>Beverley Naidoo (author)</td>
<td>Literature</td>
<td>740</td>
</tr>
<tr>
<td><em>South Sudan</em></td>
<td>Lisa Owings (author)</td>
<td>Informational</td>
<td>750</td>
</tr>
<tr>
<td>Title</td>
<td>Author And Illustrator</td>
<td>Text Type</td>
<td>Lexile Measure</td>
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</tr>
<tr>
<td>Lexile text measures in Grade 4–5 band level (740–925L)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>South Sudan+</td>
<td>Lisa Owings (author)</td>
<td>Informational</td>
<td>750</td>
</tr>
<tr>
<td>A Hare in the Elephant’s Trunk</td>
<td>Jan Coates (author)</td>
<td>Literature</td>
<td>780*</td>
</tr>
<tr>
<td>Lost Boy, Lost Girl: Escaping Civil War in Sudan</td>
<td>John Bul Dau (Author)</td>
<td>Literature</td>
<td>900*</td>
</tr>
<tr>
<td>Lexile text measures within Grade 6–8 band level (925–1185L)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Refugees &amp; Asylum Seekers*</td>
<td>Dave Dalton (author)</td>
<td>Informational</td>
<td>940</td>
</tr>
<tr>
<td>War Child: A Child’s Soldier’s Story</td>
<td>Emmanuel Jal (author)</td>
<td>Autobiography</td>
<td>950</td>
</tr>
<tr>
<td>The Lost Boys of Sudan*</td>
<td>Jeff Burlingame (author)</td>
<td>Informational/Literature</td>
<td>1100</td>
</tr>
<tr>
<td>Lexile text measures above band level (over 1185L)</td>
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<tr>
<td>Home of the Brave</td>
<td>Katherine Applegate (author)</td>
<td>Poetry</td>
<td>NP</td>
</tr>
<tr>
<td>Sudan, Darfur and the Nomadic Conflicts</td>
<td>Philip Steele (author)</td>
<td>Informational</td>
<td>NoLXL</td>
</tr>
<tr>
<td>Give Me Shelter: Stories about Children Who Seek Asylum</td>
<td>Frances Lincoln Children’s Books</td>
<td>Informational/Literature</td>
<td>NoLXL</td>
</tr>
<tr>
<td>Hoping for Peace in Sudan: Divided by Conflict, Wishing for Peace</td>
<td>Jim Pipe (author)</td>
<td>Informational</td>
<td>NoLXL</td>
</tr>
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+ Limited availability
In this first unit, students will explore the question: “How do culture, time, and place influence the development of identity?” Through a study of the development of character in the novel *A Long Walk to Water*, students will immerse themselves in the experiences of the people of Southern Sudan during the Sudanese Civil War. In this unit, students will read the first five chapters of the novel, discovering the differing perspectives of the novel’s two main characters and considering the different experiences of the Dinka and Nuer tribes of Southern Sudan. Students will then explore informational texts that describe the cultures of the Dinka and the Nuer. Students will identify textual evidence that supports the differing perspectives of the novel’s characters and the Sudanese people, and do routine writing tasks to analyze and explain that evidence. (This will lay the foundation for a rich performance task in Unit 3 in which students synthesize their understanding of character point of view in a two-voice poem.) Throughout this unit, students build their ability to read closely and to analyze textual evidence in writing. This unit also introduces important discussion protocols that help students collaborate effectively during discussions. For the Mid-Unit and End of Unit Assessments in Unit 1, students will demonstrate their abilities to gather textual evidence that highlights the different perspectives from their readings.

**Guiding Questions And Big Ideas**

- **How do individuals survive in challenging environments?**
- **How do culture, time, and place influence the development of identity?**
- **How does reading different texts about the same topic build our understanding?**
- **How do writers use narrative techniques to convey characters’ perspectives?**
- *Individual survival in challenging environments requires both physical and emotional resources.*
- *Using informational writing about a historical time, place, or people enriches our understanding of a fictional portrayal of the same time period or events.*
Building Background Knowledge:

Perspectives in Southern Sudan:

**Mid-Unit 1 Assessment**

**Identifying Perspective and Using Evidence from *A Long Walk to Water***

This assessment centers on standards NYS ELA CCLLA RL.7.1 and RL.7.6. Students will complete a graphic organizer in which they gather and make inferences from textual evidence about the differences in perspective of Nya and Salva in *A Long Walk to Water*. Students will also respond to an Evidence-Based Selected Response item to further demonstrate their progress with analyzing text. This is a reading assessment: the purpose is for students to demonstrate their ability to cite textual evidence that articulates a character’s perspective in a text, specifically in regard to how the plot unfolds and how a character responds to change. This assessment is not meant to formally assess students’ writing. Most students will write their responses in the graphic organizer, in which case it may also be appropriate to assess students on W.7.9. However, if necessary, students may dictate their answers to an adult.

**End of Unit 1 Assessment**

**Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes**

This assessment centers on standard NYSP12 ELA CCLS RI.7.1, W.7.4, and W.7.9. Students will complete a graphic organizer in which they gather and make inferences from textual evidence about the differences in perspective of the Dinka and the Nuer in Sudan from informational text. This is a reading assessment: the purpose is for students to demonstrate their ability to cite textual evidence that articulates perspective in an informational text, specifically in regard to how history and culture affect social identity. Students will then respond to a short constructed-response question, “What is one important way that place shapes the identity of the Dinka and/or Nuer tribes?” This is also a writing assessment: the purpose is for students to demonstrate their growing ability to use textual evidence to support analysis.
Content Connections

This module is designed to address English Language Arts standards within the rich context of the Sudanese Civil War. However, the module intentionally incorporates Social Studies key ideas and themes to support potential interdisciplinary connections. These intentional connections are described below.

Big Ideas and Guiding Questions are informed by the New York State Common Core K-8 Social Studies Framework:

Unifying Themes (pages 6–7)
- Theme 1: Individual Development and Cultural Identity: The role of social, political, and cultural interactions supports the development of identity. Personal identity is a function of an individual’s culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences.
- Theme 4: Geography, Humans, and the Environment: The relationship between human populations and the physical world (people, places, and environments).

Social Studies Practices, Geographic Reasoning, Grades 5–8:
- Descriptor 2: Describe the relationships between people and environments and the connections between people and places (page 58).

Central Texts


This unit is approximately 3 week or 14 sessions of instruction.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Title</th>
<th>Long-Term Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
</table>
| Lesson 1 | Launching the Text: Reading the Map and Beginning Chapter 1 | • I can determine the central ideas of a literary text. (RL.7.2)  
• I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) | • 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*. | • I Notice/I Wonder note-catcher  
• Reader’s Notes |
| Lesson 2 | Establishing Structures for Reading: Getting the Gist (Chapter 1) | • I can determine the central ideas of a literary text. (RL.7.2)  
• I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) | • 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. | • Reader’s Notes  
• Exit ticket |
| Lesson 3 | Inferring about Character: Analyzing and Discussing Points of View (Chapter 2) | • I can determine the central ideas of a literary text. (RL.7.2)  
• I can analyze how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6)  
• I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) | • I can determine the central ideas of Chapter 2 of *A Long Walk to Water*.  
• I can analyze how the author, Linda Sue Park, develops and contrasts the points of view of Nya and Salva in *A Long Walk to Water*.  
• I can effectively engage in discussions with my classmates about our reading of *A Long Walk to Water*. | • Reader’s Notes  
• Exit ticket |
| Lesson 4 | Establishing Structures for Reading: Gathering Evidence about Salva’s and Nya’s Points of View (Reread Chapters 1 and 2) | • I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)  
• I can analyze how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6) | • 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*. | • Reader’s Notes  
• Gathering Evidence graphic organizer (focus on Character Development) |
<table>
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<tr>
<th>Lesson</th>
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<th>Supporting Targets</th>
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</tr>
</thead>
</table>
| Lesson 5 | Practicing Structures for Reading: Gathering Evidence about Salva’s and Nya’s Points of View (Reread Chapter 3) | • I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)                                                                                                         | • 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*.                                                                 | • Reader’s Notes  
  • Gathering Evidence graphic organizer (focus on Character Development)  
  • Exit ticket                                                                                                                                                                                                 |
|         |                                                                             | • I can analyze how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6)                                                                                            | • I can analyze how Linda Sue Park develops and contrasts the points of view of Nya and Salva in *A Long Walk to Water*.                                                                                     |                                                                                                   |
| Lesson 6 | Building Background Knowledge: The Lost Boys of Sudan                       | • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)                                                                                                        | • I can cite several pieces of text-based evidence to support my analysis of the experience of people in South Sudan from “Time Trip: Sudan’s Civil War.”                                                   | • Text annotations for gist and text-based evidence  
  • Exit ticket                                                                                                                        |
|         |                                                                             | • I can determine the central ideas of an informational text. (RI.7.2)                                                                                                                                          | • I can make connections from the text “Time Trip: Sudan’s Civil War” to the novel *A Long Walk to Water*.                                                                                                    |                                                                                                   |
|         |                                                                             | • 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 annotate text to help me track important ideas in the article “Time Trip: Sudan’s Civil War.”                                                                                                         |                                                                                                   |
| Lesson 7 | Practicing Structures for Reading: Gathering and Using Evidence to Analyze Salva’s and Nya’s Points of View (Chapter 4) | • I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)                                                                                                         | • 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*.                                                                 | • Reader’s Notes  
  • Gathering Evidence graphic organizer (focus on Character Development) and answers to text-dependent questions  
  • Exit ticket                                                                                                                                                   |
<p>|         |                                                                             | • I can analyze how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6)                                                                                            | • I can analyze how Linda Sue Park develops and contrasts the points of view of Nya and Salva in <em>A Long Walk to Water</em>.                                                                                     |                                                                                                   |</p>
<table>
<thead>
<tr>
<th>Lesson</th>
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<th>Long-Term Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
</table>
| Lesson 8 | Mid-Unit Assessment: Gathering and Using Evidence to Analyze Points of View in *A Long Walk to Water* (Chapter 5) | • I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)  
• I can analyze how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6) | • 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*. | • Reader’s Notes  
• Mid-Unit 1 Assessment: Gathering Evidence graphic organizer (focus on Character Development) and answers to text-dependent questions |
| Lesson 9 | Inferring about Character: World Café to Analyze and Discuss Points of View (Chapters 1–5) | • I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)  
• I can analyze how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6)  
• I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)  
• I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) | • I can analyze how Linda Sue Park develops and contrasts the points of view of Nya and Salva.  
• I can effectively engage in discussions with my classmates about our reading.  
• I can select ideas from my notes to support my analysis of the characters Nya and Salva. | • Written Self-Reflection  
• World Café charts  
• Pre-writing Ideas |
| Lesson 10 | Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s ("Sudanese Tribes Confront Modern War" Excerpt 1) | • 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 determine the central ideas of an informational text. (RI.7.2)  
• I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)  
• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) | • 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. | • Text annotations for gist  
• Gathering Evidence graphic organizer (focus on Perspectives)  
• Exit ticket |
# GRADE 7: MODULE 1: UNIT 1: OVERVIEW

Unit-at-a-Glance

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Title</th>
<th>Long-Term Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
</table>
| Lesson 11 | Building Background Knowledge: The Dinka and Nuer Tribes (“Sudanese Tribes Confront Modern War” Excerpts 1 and 2) | • 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 determine the central ideas of an informational text. (RI.7.2)  
• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)  
• I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) | • I can make connections from the text “Sudanese Tribes Confront Modern War” to the novel *A Long Walk to Water*.  
• I can use context clues to determine word meanings.  
• I can cite several pieces of text-based evidence to support an analysis of excerpts from the article “Sudanese Tribes Confront Modern War.” | • Text annotations for gist  
• Gathering Evidence graphic organizer (focus on Perspectives) |
| Lesson 12 | Building Background Knowledge: The Dinka and Nuer Tribes after 1991 (“Sudanese Tribes Confront Modern War” Excerpt 2) | • 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 determine the central ideas of an informational text. (RI.7.2)  
• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)  
• I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) | • I can make connections from the text “Sudanese Tribes Confront Modern War” to the novel *A Long Walk to Water*.  
• I can use context clues to determine word meanings.  
• I can cite several pieces of text-based evidence to support an analysis of excerpts from the article “Sudanese Tribes Confront Modern War.” | • Text annotations for gist  
• Gathering Evidence graphic organizer (focus on Perspectives) |
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<tr>
<th>Lesson</th>
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</tr>
</thead>
</table>
| Lesson 13 | Building Background Knowledge: The Dinka Tribe (“Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps” Excerpt 1) | • 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) | • I can select evidence from the article “Sudanese Tribes Confront Modern War” to support analysis of the perspectives of the Nuer and Dinka tribes of Southern Sudan.  
  • I can annotate text to help me track important ideas.  
  • I can use context clues to determine word meanings. | • Text annotations for gist  
  • Selecting Evidence graphic organizer  
  • Exit ticket |
| Lesson 14 | End of Unit 1 Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes | • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)  
  • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)  
  • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) | • I can cite several pieces of text-based evidence to support an analysis of the article “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps.”  
  • I can select evidence from the article “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps” to support analysis of the perspectives of the Dinka tribe of Southern Sudan. | • End of Unit Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes |
**Optional: Experts, Fieldwork, And Service**

- **Experts:** Invite experts to come speak to the class about the connection between the Lost Boys of Sudan and New York. Locate refugees from Sudan to come and answer the questions students generate.
- **Fieldwork:** N/A
- **Service:** Coordinate a local refugee center to inquire about service opportunities.

**Optional: Extensions**

- Social Studies teachers may complement this unit with a focus on similar Guiding Questions, which were developed from the NYS Social Studies Core Curriculum; see Guiding Questions above.
- Science teachers may directly connect with this unit with a focus on science Disciplinary Core Idea LS2.A: Interdependent Relationships in Ecosystems, as written in *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Science teachers could use the Sudanese environment as a case study for analysis of interdependence in a particular biome.

**Preparation and Materials**

- Throughout this unit, students collaborate with peers. A specific structure for rotating partnerships is suggested; feel free to use an alternate system. The goal is to ensure that across these lessons, students interact with a range of diverse partners as they build their ability to collaborate effectively. This relates directly to SL.7.1
- Note: Lesson 8 = Assessment: random or assessment-based seating; Lesson 9 = World Café protocol: mixed seating; Lesson 14 = Assessment: random or assessment-based seating.
Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the central ideas of a literary text. (RL.7.2)
I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)

Supporting 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*.

Ongoing Assessment

- I Notice/I Wonder note-catcher
- Reader’s Notes

Agenda

1. Opening
   A. Engaging the Reader Part I: Scenarios (10 minutes)
   B. Introducing Learning Targets (10 minutes)

2. Work Time
   A. Engaging the Reader Part II: Reading the Map (10 minutes)
   B. Reading First Section of Chapter 1: Getting the Gist in Reader’s Notes (10 minutes)

3. Closing and Assessment
   A. Debrief: Revisiting Learning Targets and Creating Partner Discussion Criteria (5 minutes)

4. Homework

Teaching Notes

- This first lesson is designed to engage students’ curiosity about the topic of the module. During the lesson, students will uncover clues to the topic and infer about what they will be learning. At the start of the lesson, do NOT reveal to students that they will be studying South Sudan or the Second Sudanese Civil War. If students ask for more details, it’s a perfect time to say: “Let’s find out!” (The mystery is built up on purpose. But it is not a big problem if, for some reason, you had already announced in advance the topic of this upcoming module. If so, reframe the early parts of this lesson to “I wonder what this setting was like?”).

- During this lesson students will begin to get a sense of setting before starting the novel. Students discuss two scenarios (see supporting materials) and then examine the map on the inside cover of the novel. This inquiry-based approach helps to create a “need to know” for students about the characters in the novel and the route indicated on the map. In Lesson 2, students will read the rest of Chapter 1 (about Salva) and will be able to confirm some of their ideas about the map and characters. The scenarios are based on the basic background information provided on the back jacket of the novel.

- Read through the lesson carefully for several key reminders about when NOT to give the mystery away, and when to refocus students on specific details in the text (including the map).
## Agenda

<table>
<thead>
<tr>
<th>Teaching Notes</th>
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<tbody>
<tr>
<td>• Time is spent deconstructing the learning targets with students at the beginning of this lesson. This gives students a clear vision for what learning will focus on for each lesson. This research-based strategy supports struggling learners most. Using learning targets also helps teach academic vocabulary.</td>
</tr>
<tr>
<td>• This lesson introduces the structure for discussions that will carry students through the module using the Think-Pair-Share and cold call protocols. Build on existing norms and routines for collaborative work in your classroom. The focus on effective collaboration ties directly to SL.6.1. Discussion is a vital support as students work with text throughout the modules.</td>
</tr>
<tr>
<td>• This lesson introduces a simple routine of reading a text to “get the gist,” which students will record in their Reader’s Notes. “Gist” is simply one’s initial sense of what a text is mostly about: it is a low stakes first “toe hold” into making sense of a text, preceding and less formal than identifying main idea. Getting the gist is particularly useful when grappling with complex text. Yet even though <em>A Long Walk to Water</em> is not highly complex for 7th graders, it is useful to practice this skill. Students will practice together to “get the gist” in the first few lessons with explicit teacher feedback. This lays a strong foundation for students to build their close reading skills. In subsequent lessons, and with more difficult texts, students will build on this understanding of the gist of a reading in order to help them pay close attention to the text and ask or answer questions that might assist in deepening their understanding. Accelerate if appropriate, but be sure students know how to get the gist.</td>
</tr>
<tr>
<td>• The Reader’s Notes serve as the note-catcher for students’ record of the story. Students will add notes to this document as they read each chapter, and they will refer to their Reader’s Notes for a Literary Analysis at the end of Unit 2 and a Two-Voice Poem at the end of the module. The Reader’s Notes regularly serve as an Opening task for subsequent lessons in which students discuss their understanding of the gist of the reading in partnered pairs, share with the class, and receive feedback from the teacher to ensure that all students succeed in making meaning of the text.</td>
</tr>
<tr>
<td>• Note that in many lessons, the teacher reads a portion of the text aloud. During these read-alouds, students are expected to be looking at the text and actively reading in their heads. The teacher reads aloud slowly, fluently, without interruption or explanation. This read-aloud process, when done in this fashion, promotes fluency for students: they are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the page.</td>
</tr>
<tr>
<td>• In advance: Review the map on the front title pages of the novel.</td>
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</table>
### Agenda

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<thead>
<tr>
<th>Teaching Notes</th>
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<tbody>
<tr>
<td>• In advance: Create two sets of pairs that will work together to read, think, talk, and write about <em>A Long Walk to Water</em> and other texts during this unit: one set for “A Days” and one set for “B Days”. Use intentional groupings that complement existing seating charts. Heterogeneous groups support students in discussing texts and answering questions about text.</td>
</tr>
<tr>
<td>• In advance: Prepare seating charts arranged for “A-Day” and “B-Day” partnerships (see Unit 1 overview, Preparation and Materials, for details on this structure). For Lessons 1–3, students will be in their “A-Day” partnerships.</td>
</tr>
<tr>
<td>• Post the learning targets where all students can see them.</td>
</tr>
<tr>
<td>• Review the Fist to Five checking for understanding technique (see Appendix).</td>
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</table>

### Lesson Vocabulary

<table>
<thead>
<tr>
<th>scenario, determine, representation, central ideas, literary text; plains, route (front map on title pages), cradle (v) (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials</strong></td>
</tr>
<tr>
<td>• Discussion Scenarios (numbers 1 and 2 for each pair of students)</td>
</tr>
<tr>
<td>• Fist to Five chart (for Teacher Reference)</td>
</tr>
<tr>
<td>• <em>A Long Walk to Water</em> (book; one per student)</td>
</tr>
<tr>
<td>• Document camera</td>
</tr>
<tr>
<td>• I Notice/I Wonder note-catcher (one per student; one to project)</td>
</tr>
<tr>
<td>• Reader’s Notes (one per student; one to project)</td>
</tr>
<tr>
<td>• Partner Talk Expectations anchor chart (new; teacher-created; see Work Time A)</td>
</tr>
<tr>
<td>• Examples of Nonlinguistic Representations of Learning Target Vocabulary (for Teacher Reference)</td>
</tr>
<tr>
<td>• Examples of sentence starters for think-pair-share (for Teacher Reference)</td>
</tr>
</tbody>
</table>
A. Engaging the Reader Part I: Scenarios (10 minutes)

Note: assumed seating chart with students arranged in partner pairs—consider this day’s seating chart to be an “A Day” (see Teacher Notes above).

- Tell students that today they will begin a long-term study of a topic. Let them know that much of the important work they will be doing—reading, thinking, and writing—will be done in partners. They will have one partner on certain days, and a different partner on other days (if there is an uneven number of students, a triad is fine).

- Explain that before you introduce the topic of study, you would like students to think and talk about a few scenarios (or situations). In order to do this, they must be able to “effectively participate in discussions” with their partners.

- Post the first learning target, “I can effectively participate in discussion with my classmates.” Explain to students that this is one of their learning targets for the day. If students are unfamiliar with learning targets, explain their purpose briefly: learning targets will help them to know what they are expected to learn. Tell them that each time a learning target is introduced, it will be discussed by the class so that its meaning is clear.

- Invite students to turn to the partner next to whom they are sitting. This will be their “A-Day” partner. Ask students to make sure that the partners know each other’s names. Ask them to briefly discuss “what it means to ‘effectively participate in a discussion.’” Ask a few partners to share out their thinking. Tell students that you would like them to continue to think about what this target means throughout the lesson. They will revisit the target at the end of this lesson to reflect on their progress and set goals for future discussions.

- Distribute the Discussion Scenarios to each pair of students: give one partner Scenario #1 and the other partner Scenario #2.

- Tell students that these scenarios will give them a chance to think about how people are affected by various factors in their lives. Tell them that this is an idea they will dig into more deeply during their study over the coming weeks.

Note: Do NOT yet reveal the topic of the module. This will allow students to become engaged with the topic and generate curiosity as they begin to read the novel.
B. Introducing Learning Targets (10 minutes)

• Tell students that now you will give them a bit more information about the topic they will study. Post the learning targets for students: “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.”

• Explain to them that they will often determine the meaning of learning targets by circling key words and discussing the meaning of the targets with a partner. Then they will share out their thinking and clarify the meaning of the targets with the entire class.

• Guide students through this process with the second learning target:
  – Circle the words determine and representations and explain that these words are important for understanding the learning target. Tell students that they are also likely to encounter these words in future reading.
  – Ask students to turn to a partner and discuss the meanings of the words determine and representations.
  – Have partners share out their thinking on the meanings of both of these words.
  – Then clarify the meanings of these words. For example, tell students that the word determine means to decide after study. Tell them that the word representations is made up of the root word present, meaning “to show or symbolize,” and its affixes (beginning and endings) re- and -tion. Explain that adding these affixes changes the meaning of the word present with re- meaning “again” (like repeat) and -tion meaning the act of doing something. Explain that when these parts of the word are put together, re-presenta-tion, the word means the act of showing or symbolizing something again, in this case with visuals or pictures on a map.
  – Have students turn to a partner and explain what they think the learning target means now. Have a few pairs share.
  – Annotate the learning targets to help students clarify the meaning of the target. For example, you can write the meanings of the words determine and representations above these words in the target.

• Use a similar process to help students clarify their understanding of the last learning target.

• Ask a student volunteer to read aloud the learning target, “I can determine the meaning of visual representations on a map.” Prompt all students to raise their hands to represent how they feel about their ability to meet this learning target right now, using the Fist to Five checking for understanding technique. Refer students to the Fist to Five chart to cue their hand raising. This self-assessment helps students to rate themselves on a continuum from 0 (fist), meaning far from the target, to five (five fingers), having solidly met the target.

• Post a chart indicating the meaning of the different options of the Fist to Five checking for understanding technique. An example can be found at the end of this lesson.
<table>
<thead>
<tr>
<th>Opening Continued</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe to the students any patterns that you notice in this early self-assessment. (Ex. “I see that a number of students are holding up 4s or 5s. Great! Many of you are confident in your ability to make meaning of a map. This will be a great help to us.” “I wonder if those of you who have held up 2s or 3s are unsure about what you’ll see on the map.”)</td>
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</tbody>
</table>
A. Engaging the Reader Part II: Reading the Map (10 minutes)

- Distribute the I Notice/I Wonder Note-catcher to each student and project it on a document camera (or make a chart of it on chart paper or on your board).
- Model Notice and Wonder for students:
  * I Notice: Simply observing something (i.e., “I notice the walls in our classroom are white.”)
  * I Wonder: Questioning the meaning, history, or purpose of what they see (i.e., “I wonder why classrooms never seem to be painted different colors.”)
- Distribute the novel *A Long Walk to Water*. Tell all students to open the book to the image of the map on the front title pages.
- Ask students to think, then talk with a partner, about something they “notice” and something they “wonder.” Encourage students to generate some “wonder” questions that connect the map back to the scenarios they read and discussed earlier (e.g., “I wonder if this is where the characters are traveling?). Be sure to give think time, and then just a minute for them to talk with a partner.
- Then cold call a few students to share out. Do NOT explain the map at this point; simply elicit students’ comments.
- Chart students’ comments on the projected I Notice/I Wonder note-catcher. If students need more guidance, model one of a “notice” and “wonder” about the map.
- Again ask students to Think-Pair-Share. Students should add any new notices or wonders from their partners to their note-catcher. Cold call students again, and add to your projected Notice/Wonder chart.
- Without explaining the significance, be sure that students have noticed that there is a dotted line on the map and that there are different environments on the map that are indicated on the map key. If students need more guidance, invite them to describe the different environments that the dotted line crosses.
- Do not give away whose journey this is. But do focus students on two aspects of the map. First, the visual key. Ask students, *“What are plains?”*
- Guide students to find the visual code for plains: the lines with bits of grass poking up. Tell them that as they begin reading, they will learn more about the physical environment the main characters in the novel are in.
- Second, focus students on the dotted line connecting Loun-Ariik and Kakuma. Simply ask: “What do these dots and lines represent?”
- Modeling provides a clear vision of the expectation for students. For example: “I see a dotted line that matches the key listing for Salva’s Route.” “I wonder who Salva is.”
- For students needing additional supports, consider providing additional support with a more scaffolded I Notice/I Wonder graphic organizer. An example can be found at the end of this lesson.
- Varying the methods of response for students makes the task accessible for all students. Because this task uses a visual map, offer students a choice to draw the things they notice instead of writing.
- Some students may benefit from being given sentence starters for Think-Pair-Share. An example of sentence starters can be found at the end of this lesson.
- Some students may benefit from being privately prompted before they are called upon in cold call. Although cold call is a participation technique that necessitates random calling, it is important to set a supportive tone so that use of cold call is a positive experience for all.

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Work Time

- Give students a moment to think, then call on a volunteer. Listen for students to recognize that the line represents a path. Focus students on the word route. Ask them to define this term. If necessary, define it briefly for them: a route is like a path. They will learn more about why this route is important as they read the novel.

- At this point, ask students if they think they know what the topic of study will be. Call on a few students to share their ideas. Based on the map and scenarios, students may come to the conclusion that they will be reading about kids who live in Southern Sudan. They may also infer that there is a civil war going on. Confirm this for students, but do not elaborate. Explain that they will learn more about the topic and characters in the novel as they read the text. Do not reveal any more details about the characters or the route on the map.

B. Reading First Section of Chapter 1: Getting the Gist in Reader’s Notes (10 minutes)

- Distribute the Reader’s Notes document to each student and project it on a document camera (or make a chart of it on chart paper or on your board). Ask students to open the book to page 1. Ask:
  * What do you notice about how this text is laid out?"

- Give students a moment to think, then turn and talk with a partner about this question. Invite a few students to share out. Listen for students to notice the different sections of the text.

- Probe, asking,
  * “What do you notice about the type? The dates?”

- Students should notice that at the start of the chapter, a section is dated in the present and is italicized, and the text is in a different color and is relatively short. The section that follows is dated in the past, has standard type, and is quite a bit longer. Explain that each chapter follows this pattern and that the class will revisit why they think the author made these choices after reading this first chapter.

- Tell students that reading a text first just to “get the gist” helps them get oriented. Then they’ll have a chance to dig more deeply later into the meaning of the words and what the words tell us about the characters, the plot, and the theme.

- Tell students that you will read the first section aloud as they read in their heads. Emphasize that it is important that they follow along so they are looking at and thinking about the words on the page.

- Read aloud the first section (beginning with “Southern Sudan, 2008. Going was easy.” through “…. Heat. Time. And thorns.”). Be sure to read the location and date, since it will be important for students to continue to attend to this text feature.

Meeting Students’ Needs

- The Reader’s Notes serve as necessary scaffolding throughout this module, and their use is especially critical for learners with lower levels of language proficiency and/or learning.
<table>
<thead>
<tr>
<th>Work Time</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prompt students to write in their Reader’s Notes, Columns 1 and 2, their first ideas about what this section is about. Tell them that it is fine if they don’t have time to jot much down; they will return to Chapter 1 in the next lesson.</td>
<td></td>
</tr>
<tr>
<td>• Cold call on one student to share what s/he thought this section was about. Write this comment on the projected Reader’s Notes, in Column 2. Then cold call on two additional students to share what they thought the section was about, and write a synthesized comment on the projected Reader’s Notes in Column 3. Prompt students to write any new ideas about this section in their Reader’s Notes, Column 3.</td>
<td></td>
</tr>
<tr>
<td>• Be sure that students notice that this section is about a girl named Nya, and that Nya is carrying an empty container on a long walk through a hot environment.</td>
<td></td>
</tr>
<tr>
<td>• Ask students what sentence from the text gives them the information that the section is about a girl named Nya. (Third sentence: “Tall for her eleven years, Nya could switch...”) Ask students if the text tells us anything else about Nya, and prompt students to read the words from the text. (Example: Students may say that Nya was playful with her empty container. The text says, “...could switch the handle...swing the container...cradle it...even drag it behind her...”) Do not explain much about her; students will continue to learn about her as they read more chapters.</td>
<td></td>
</tr>
<tr>
<td>• Prompt all students to put their Reader’s Notes and the novel, A Long Walk to Water, safely into an established location for class materials, either an in-class working folder or student bags and binders. Monitor that all students have a routine established for bringing materials between home and school.</td>
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</tbody>
</table>
### Closing and Assessment

**A. Debrief: Revisiting Learning Targets and Creating Partner Discussion Criteria (5 minutes)**

- Reread the day’s 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.”
- Tell students that they will come back to these in the next lesson. Focus students on this specific target: “I can effectively participate in discussion with my classmates.”
- Ask students to turn to their partners and discuss the following question: “When working with a partner, what are important expectations you should have for each other?” Define expectation as something you can look forward to.
- Tell students they will have the next few minutes to discuss with one another specific expectations they should have in discussions with their partners. Ask them to think about what worked best for discussion during the lesson and how they or the class might improve upon it.
- Post the blank Partner Talk Expectations anchor chart. After a few minutes of discussion, bring students back to whole group. Invite each partner pair to share what they believe is the most important expectation they agreed upon.
- As students share, begin to chart their responses on the anchor chart. Listen for responses such as “We should take turns speaking and listen to each other,” “We should speak respectfully,” and “We should all be prepared.”
- Thank students for their reflection and tell them that these are the expectations to which they will be held as they begin their exciting work reading, thinking, discussing, and writing about the experiences of people from South Sudan.

### Homework

- None.

**Note:** Throughout this unit, students will be using graphic organizers to document their thinking. Be sure to have a routine for class materials, either an in-class working folder, or student bags and binders.
Directions

Teacher directions: Make copies of these scenarios for your class. Cut the scenarios into strips, in order to distribute Scenario 1 to one person in each partnership, and Scenario 2 to the other person in each partnership.

SCENARIO 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.

If this was an experience you had to live through, how do you think it would affect the person you grew up to be?

SCENARIO 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.

If this was an experience you had to live through, how do you think it would affect the person you grew up to be?
SCENARIO 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.

If this was an experience you had to live through, how do you think it would affect the person you grew up to be?
Examples of Nonlinguistic Representations of Learning

Target Vocabulary in This Lesson

<table>
<thead>
<tr>
<th>I notice ...</th>
<th>I wonder ...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>I notice ...</td>
<td>I wonder ...</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>1. Describe the information in the square in the top right-hand corner of the map. □ □ □ □</td>
<td>1. Circle a question you think is interesting.</td>
</tr>
<tr>
<td>2. Describe the information in the square in the top left-hand corner of the map. □ □ □ □</td>
<td>* a. How can there be swampland right next to a □ desert?</td>
</tr>
<tr>
<td>3. Draw the shape of “Salva’s route.”</td>
<td>* b. How big are the mountains in this area?</td>
</tr>
<tr>
<td></td>
<td>* c. What animals live in the grasslands here?</td>
</tr>
<tr>
<td></td>
<td>2. Circle a question you think is interesting:</td>
</tr>
<tr>
<td></td>
<td>* a. Is Sudan the biggest country in Africa?</td>
</tr>
<tr>
<td></td>
<td>* b. What are the names of all of the countries □ surrounding Sudan?</td>
</tr>
<tr>
<td></td>
<td>* c. Where is Sudan in relation to the Earth’s □ equator?</td>
</tr>
<tr>
<td></td>
<td>3. Ask a question you have about Salva’s route.</td>
</tr>
</tbody>
</table>
One thing I notice is

Will you tell me more about that?
## Reader’s Notes for the novel *A Long Walk to Water*

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter and page numbers</td>
<td>What Nya’s story is about—my first ideas</td>
<td>What Nya’s story is about—any new ideas</td>
<td>What Salva’s story is about—my first ideas</td>
<td>What Salva’s story is about—any new ideas</td>
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</tbody>
</table>
Grade 7: Module 1: Unit 1: Lesson 2
Establishing Structures for Reading: Getting the Gist (Chapter 1)
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the central ideas of a literary text. (RL.7.2)
I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)

### Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can effectively participate in discussion with my classmates.</td>
<td>• Reader’s Notes</td>
</tr>
<tr>
<td>• I can determine the central ideas of Chapter 1 of <em>A Long Walk to Water</em>.</td>
<td>• Exit ticket</td>
</tr>
<tr>
<td>• I can determine the meaning of visual representations on a map.</td>
<td></td>
</tr>
</tbody>
</table>
## Agenda

1. **Opening**
   - A. Introducing Learning Targets (5 minutes)
   - B. Getting Started: Preparing for ‘Difficult’ Reading of A Long Walk to Water (5 minutes)

2. **Work Time**
   - A. Reading for the Gist: Chapter 1 of A Long Walk to Water (20 minutes)

3. **Closing and Assessment**
   - A. Revisit Learning Targets with Exit Ticket (10 minutes)
   - B. Share Letter to Families (5 minutes)

4. **Homework**
   - A. Reread Chapter 1 and add to Reader’s Notes. Read Chapter 2 for gist and record in Reader’s Notes.

## Teaching Notes

- This lesson continues the simple routine of reading a text to “get the gist,” which students will record in their Reader’s Notes. Students will practice together to “get the gist” with explicit feedback from the teacher. This lays a strong foundation for students to build their close reading skills. In subsequent lessons, and with more difficult texts, students will build on this understanding of the gist of a reading in order to help them pay close attention to the text and ask or answer questions that might help deepen their understanding. Continue to note that getting the gist is a low-stakes first pass, and is particularly important with a highly complex text.

- Preview Lessons 2-4 carefully. Based on the needs of your students, consider accelerating chunks of work time if appropriate (either having students do the first read on their own, or reading aloud first and then combining the re-reading with the Reader’s Notes). But establish close reading routines well; they are crucial as students encounter harder texts in the second half of the unit.

- Students are introduced to the ideas of a “close reading” and will start to build a class anchor chart titled “Things Close Readers Do.” In Lessons 3 through 6, students add to their practices of close reading and conduct close readings of a more complex text with continued support and feedback from the teacher.

- As noted in Lesson 1, in many lessons in these modules, the teacher reads a portion of the text aloud (slowly, fluently, without interruption or explanation) as students actively read in their heads. This promotes fluency. This will be even more important with the harder text later in the unit.

- The Reader’s Notes act as the note-catcher for students’ record of the story. Students will add notes as they read each chapter, and they will refer to their Reader’s Notes for a Literary Analysis at the end of Unit 2 and a Two-Voice Poem at the end of the Module. The Reader’s Notes regularly serve as an Opening task for subsequent lessons in which students discuss the gist of the reading in pairs, share with the class, and receive teacher feedback to ensure all students make meaning of the text.

- As students share “gist” notes, begin informally to focus on key vocabulary. This models for students, sensitizing them to focusing on specific words, which is introduced more formally in later lessons.

- Students revisit Chapters 1 and 2 many times across Lessons 1–4, so they will become increasingly aware of key words and details. (And in Unit 2, students begin their own personal vocabulary list.)

- Students continue to practice partnered discussions, and should maintain the same partnerships as in Lesson 1 (seating chart set up for “A Days”). This gives students continuity in their discussions about Chapter 1 while reaffirming the agreed upon “Partner Talk Expectations” from Lesson 1.
## Agenda

<table>
<thead>
<tr>
<th>Teaching Notes</th>
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</thead>
<tbody>
<tr>
<td>• In advance: Review the Letter to Families with regard to the violence described in Chapter 1, and consider how you might adapt this letter or your presentation of this violence to the needs of your community and your classroom culture.</td>
</tr>
<tr>
<td>• Post the learning targets where all students can see them.</td>
</tr>
</tbody>
</table>

## Lesson Vocabulary

<table>
<thead>
<tr>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyze, develop, contrast, points of view, characters, determine, central ideas, text features; droned (2), herding (3), aimless (4), bush, rebels (6)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Document camera and projector</td>
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<tr>
<td>• <em>A Long Walk to Water</em>(book; one per student)</td>
</tr>
<tr>
<td>• Sticky notes (or a notebook)</td>
</tr>
<tr>
<td>• Example of Partially Completed Close Read Recording Form for Reading <em>A Long Walk to Water</em> (for teacher reference)</td>
</tr>
<tr>
<td>• Example of Close Reading Routine Chart with Nonlinguistic Representations (for teacher reference)</td>
</tr>
<tr>
<td>• Examples of Non-Linguistic Representations of Learning Target Vocabulary in This Lesson (for teacher reference)</td>
</tr>
<tr>
<td>• Examples of Sentence Starters for Think-Pair-Share (for teacher reference)</td>
</tr>
<tr>
<td>• Close Readers Do These Things anchor chart (new; teacher-created)</td>
</tr>
<tr>
<td>• Exit ticket (one per student)</td>
</tr>
</tbody>
</table>
### Opening

**A. Introducing Learning Targets (5 minutes)**

- Read the day’s 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.”

- Students will notice that these learning targets are the same or similar to those in the previous lesson.

- Emphasize how important it is for every person in the class to develop skills to more effectively engage in discussions, and remind students of the “Partner Talk Expectations” from Lesson 1 (see Teaching Notes—students’ seating charts should arrange partner pairs just as in Lesson 1, an “A-Day” seating chart). Explain that there is very important work to do together, and everyone in the class will contribute to our success.

- Tell students that their Reader’s Notes act as evidence for their progress with the learning target, “I can determine the central ideas of Chapter 1 of *A Long Walk to Water*.” In class today, they will practice completing Reader’s Notes for the remainder of Chapter 1, and their independent homework at the end of the lesson will be to complete Reader’s Notes for Chapter 2.

- Explain that for the final learning target, students will do an “exit ticket” that allows them to demonstrate their progress.

### Meeting Students’ Needs

- Posting and discussing learning targets with students helps students to self-assess and monitor their learning throughout the lesson. This research-based strategy supports struggling learners most.

- Building the anchor chart “Things Close Readers Do” with students will make the practices of a close reading transparent to all students.

- You will be adding to this anchor chart in Lessons 2 through 6 as you introduce new close reading practices to students.
B. Getting Started: Preparing for ‘Difficult’ Reading of A Long Walk to Water (5 minutes)

- Remind students that in Lesson 1, they were introduced to a major character in the novel, Nya. In today’s reading, they’ll learn about another major character named Salva.

- Tell students that the novel will help us answer our questions about the map, the environment of Southern Sudan, and the dotted line that shows someone’s route. Inform students that they are going to read Chapter 1 in class today to “get the gist”—their initial sense of what the chapter is mostly about. Clarify that “getting this gist” is related to our learning target today, “I can determine the central ideas of Chapter 1 in A Long Walk to Water.”

- Explain to students that the novel A Long Walk to Water may or may not seem difficult on the surface. But it will be difficult in two ways. First, they will be digging into the text deeply to make meaning and understand the experiences of the characters. This practice of reading a text closely can be challenging.

- Show students the Things Close Readers Do anchor chart. Add to this chart, “Get the gist of what a text is about.” Tell students that this is only one thing that close readers do, and it’s what they’ll be focusing on today.

- Explain to students that the reading of A Long Walk to Water will also be difficult for another reason. Chapter 1 includes an account of violence. Say something like “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.”

- In the bottom third of the Things Close Readers Do anchor chart, add a heading titled “When text is emotionally difficult…” Ask students for strategies they can use to feel physically and emotionally safe when they are reading about something that may be difficult or bring out strong emotions. Elicit student ideas and record them on the chart (ex. Take a break from reading [put head down], Talk to an adult about your thoughts, Talk to a friend about your thoughts, Journal, Write a note to the teacher, etc.).

- Tell students that in future classes, they will return to this Things Close Readers Do anchor chart to reflect on how helpful the close reading practices are.
### Work Time

**A. Reading for the Gist: Chapter 1 of A Long Walk to Water (20 minutes)**

- Be sure students have their Readers’ Notes (begun in Lesson 1). Ask students to open A Long Walk to Water to the start of Chapter 1 (page 1). Tell students that as they did yesterday, they will read silently in their heads as they hear a section read aloud. Prompt students to pay attention to what this section is mostly about (the gist). Remind them that “gist” is a more preliminary and informal than determining the central idea or summarizing a text in writing.

- Reorient students to the first section of Chapter 1 (Nya’s story—second read). Read just this section aloud. Ask students to add any new thinking to Columns 3 and 5 of their Reader’s Notes. Keep this brief.

- Then orient them to the second section of Chapter 1. Read the title and date: “Southern Sudan 1985.” Ask students to notice the text features: what distinguishes section 1 from section 2?

- Remind students that you will often read sections of the text aloud as they read along in their heads. Reinforce the purpose of this practice: it helps them develop fluency as readers.

- Read aloud the rest of Chapter 1 (first read). As with the previous read-aloud, simply read slowly and fluently; do not stop to explain or discuss.

- Ask students to write in Columns 1 and 4 to document their first ideas about what this section is about.

- Tell students that their writing gave them time to “Think,” and now they will “Pair” and “Share” so that they can help each other make meaning of the text. Ask students to turn to their partners and read to each other what each student wrote in Column 4.

- Then explain to students that they will “Share” our ideas as a class by using a cold call of three students to share what they wrote for Column 4.

- After these three students share, give feedback so that all students have the following “gist” statements in their Reader’s Notes:
  - Salva is an 11-year-old boy in South Sudan.
  - Salva attends school.
  - Salva’s father is important.
  - Salva herds cattle with other boys. Sometimes they play (note that aimless means without aim or purpose; in this context, it means “without a goal”: just playing).

### Meeting Students’ Needs

- In this lesson and future close reading lessons, students are directed to write on sticky notes on the text to record unfamiliar words and the gist.

- Consider pairing struggling readers with a stronger reader for this task. Alternatively, consider pulling a small group of students who may not have the fluency, language, or decoding skills to do this task on their own.

- When doing Think-Pair-Share, it is helpful if students are already sitting near a peer with whom they can work well. It is also engaging to add movement to this protocol: an exaggerated gesture of finger on the forehead and eyes closed for thinking and putting bodies knee to knee when pairing up.
Work Time

– Salva is daydreaming (the teacher droned on, which means he was talking and talking).
– While Salva is at school one day, fighting breaks out in his village, and the teacher tells all of the students to run away from the village into the “bush.” (Clarify that in the novel, bush refers to unsettled land, not one type of plant.)
– Salva’s country, Sudan, is in the midst of a war. (The rebels are fighting against the government.)

• Prompt all students to add to Column 5 any new ideas about what this section of Chapter 1 was about. Clarify key vocabulary listed in parentheses above.

• Focus students on page 6. Ask them to put a star next to the two paragraphs that begin with “The war had started two years earlier” through the top of page 7 “...now the war had come to where Salva lived.” Tell them this is key background information; in a few days, they will read some informational text that gives more background information about this war.

• Encourage students to recognize that there wasn’t just one “gist” statement for Chapter 1, and point out that some text can have a lot of information in it. Share with students that they’ll be practicing “getting the gist” with Chapter 2 for homework, and the class will work together to make sure everyone understands this way to get an initial sense of a text, as well as the content of the reading, as they move forward.
## Closing and Assessment

**A. Revisit Learning Targets with Exit Ticket (10 minutes)**

- Reread the day's 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.”

- Tell students that Lesson 1 and today’s lesson gave them lots of practice. Focus students briefly on the first target. Prompt all students to raise their hands to represent how they feel about their ability to meet this learning target right now, using the Fist to Five checking for understanding technique. Refer students to the Fist to Five chart to cue their hand raising.

- Describe to the students any patterns that you notice in this self-assessment. (Ex. “I see that a lot of you feel confident that you can participate well during discussions. I noticed a lot of you listening respectfully during partner talk today. We will keep practicing these skills.”)

- Repeat with the second target, again asking for a quick Fist to Five. Tell students that they will keep practicing the second target for homework, but with Chapter 2.

- Then tell students that they will now do a bit of writing on an exit ticket that will give you evidence about their progress on the last learning target.

- Using the document camera, display and read aloud the Discussion Scenarios (from Lesson 1). Ask students to revisit the question with their partner and share any new thinking. What connections can they make to the novel?

- Give students a few minutes to discuss with their partners, and then ask for pairs to share their thinking with the group. At this point it is likely that students will connect Scenario 1 with Salva and Scenario 2 with Nya. If not, ask a few questions to help students make these connections (“In Chapter 1 when we read Nya’s part, it mentioned Nya carried a plastic container. This makes me think that her situation is described in Scenario 2. What about Scenario 1?”).

- Tell students that now you would like them to take a second look at the map on the inside cover of the novel, to see what they can determine about its visual representations.

- Distribute the exit ticket. Prompt: “Looking at the opening map from *A Long Walk to Water*:

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

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

## Meeting Students’ Needs

- Some students may benefit from being given sentence starters for Think-Pair-Share. An example of sentence starters can be found at the end of this lesson.
# Establishing Structures for Reading: Getting the Gist (Chapter 1)

## Closing and Assessment (continued)

<table>
<thead>
<tr>
<th></th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Set an expectation for focused, silent work time as all students are completing the exit ticket. Give clear directions about these expectations: “I need you to do this work silently and independently so that I can see what each of you is thinking right now. This work is not for a grade, but it gives me really important information about what you learned today. It is critical that you don’t interrupt others while they are working. Work on this exit ticket silently, and then remain silently at your desk until all students have finished.”</td>
<td></td>
</tr>
<tr>
<td>• Collect exit tickets.</td>
<td></td>
</tr>
<tr>
<td>• Preview homework.</td>
<td></td>
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</tbody>
</table>

## B. Share Letter to Families (5 minutes)

<table>
<thead>
<tr>
<th></th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Distribute the Letter to Families and read the letter aloud to the class. Invite students to write a brief note about their response to the violence described in Chapter 1. Collect these notes for personal review and response.</td>
<td></td>
</tr>
<tr>
<td>• Prompt all students to put the Letter to Families, their Reader’s Notes, and the novel, <em>A Long Walk to Water</em>, safely into their bags to be used for tonight’s homework and returned to class tomorrow. Monitor that all students have a routine established for bringing materials between home and school.</td>
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## Homework

<table>
<thead>
<tr>
<th></th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reread Chapter 1 and add to Reader’s Notes (Column 5). Then read Chapter 2 of <em>A Long Walk to Water</em>. Write statements in your Reader’s Notes (Columns 1, 2, and 4) about the gist: what this chapter is mostly about.</td>
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</table>

*Note: Some students may choose to read ahead in this novel, which is fine. But encourage them to focus on Chapter 2. Tell them that in the next class they will add to Column 5 in their Reader’s Notes when they share their notes from the homework.*
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
Estimadas familias,

En la escuela, los estudiantes comenzaron un nuevo estudio sobre las experiencias de las personas del sur de Sudán. Sudán estuvo comprometido en una guerra civil por muchos años. En la clase y en el hogar, los estudiantes van a leer la novela Una caminata larga hacia el agua, por Linda Sue Park, y otros relatos de muchas personas que fueron afectadas por la guerra civil sudanesa.

En la clase de hoy, los estudiantes leyeron parte del primer capítulo de Una caminata larga hacia el agua, en el que hay un relato un poco violento. No es gráfico o espantoso, pero en cualquier momento en que se lee acerca de la violencia en el mundo, tenemos que ser más cuidadosos para asegurar de que todos se sienten seguros. En clase, hablamos de estrategias que podríamos utilizar para apoyar el sentido de seguridad durante una lectura difícil, como tomar un descanso de la lectura, hablar con un adulto o con un amigo acerca de nuestros pensamientos, llevar un diario, o escribirle una nota a la maestra. Por favor pregúntele a su hijo acerca de estas estrategias que hemos discutido y ofrezca su apoyo en caso de que su hijo lo pida.

Agradecemos sus comentarios y preguntas acerca de la importante obra que estamos haciendo para apoyar el crecimiento de su niño como lector, escritor y ciudadano.

Por favor imprima esta carta y firme su nombre y devuélvala a la escuela con su hijo mañana para que sepamos que ha recibido esta comunicación.

Atentamente,

Nombre y firma del padre/tutor
Get the gist of what a text is about

When text is emotionally difficult...

*insert notes from Lesson 2 student ideas here.*
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.
Grade 7: Module 1: Unit 1: Lesson 3
Inferring about Character: Analyzing and Discussing Points of View (Chapter 2)
Inferring about Character: Analyzing and Discussing Points of View (Chapter 2)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the central ideas of a literary text. (RL.7.2)
I can analyze how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6)
I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)

Supporting Learning Targets

• I can determine the central ideas of Chapter 2 of A Long Walk to Water.
• I can analyze how the author, Linda Sue Park, develops and contrasts the points of view of Nya and Salva in A Long Walk to Water.
• I can effectively engage in discussions with my classmates about our reading of A Long Walk to Water.

Ongoing Assessment

• Reader’s Notes
• Exit ticket

Agenda

1. Opening
   A. Introducing Learning Targets (5 minutes)
2. Work Time
   A. Engaging the Reader: Sharing Gist from Chapter 2 Reader’s Notes (15 minutes)
   B. Discussing Character Points of View: Back-to-Back and Face-to-Face (20 minutes)
3. Closing and Assessment
   A. Revisit Learning Targets and Exit Ticket (5 minutes)
4. Homework
   A. Reread Chapter 2 and keep adding to Columns 3 and 5 of your Reader’s Notes.

Teaching Notes

• In this lesson, students continue to practice “getting the gist” through continued use of the Reader’s Notes and an additional discussion activity. This helps to prepare students for the upcoming shift in focus (in Lesson 4) to the guiding question for the unit and the skill of gathering and analyzing evidence from the text. It is fine if students just understand the basic plot at this point. Accelerate if appropriate.

• As in Lesson 2, when students share their “gist” notes, and during the Back-to-Back and Face-to-Face discussions, continue informally to focus on key vocabulary. This models for students, and begins to sensitize them to, how to focus on specific words, which is introduced more formally in future lessons.

• The discussion activity (using the Back-to-Back and Face-to-Face protocol) attends to two aspects of the lesson. First, it introduces the types of text-dependent questions students should be able to answer as they build their practices of close reading. Second, it emphasizes the importance of a collaborative and cooperative classroom culture so that students can make progress with effectively engaging in discussions with peers.

• Use of the learning target about effectively engaging in discussions with peers, and attention to the use of protocols like Back-to-Back and Face-to-Face, help to launch the module with high expectations for classroom culture. Many teachers already have a strong repertoire of practices to support effective collaboration in the classroom; attention to class culture in this lesson can enhance those practices.
### Agenda

<table>
<thead>
<tr>
<th>Teaching Notes (continued)</th>
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<tbody>
<tr>
<td>• The question prompts for the Back-to-Back and Face-to-Face protocol in this lesson encourage students to pay attention to the details in the text. This more low-stakes oral activity is a preview of more rigorous work of written responses to text-dependent questions, to come in Lesson 4. At the end of the lesson, the teacher takes notes, charting students’ responses. Time is not allocated for students to take detailed notes; in Lesson 4, students are introduced to a specific structure for taking notes when analyzing the text.</td>
</tr>
<tr>
<td>• In advance: Review Back-to-Back and Face-to-Face protocol (Appendix 1).</td>
</tr>
</tbody>
</table>

### Lesson Vocabulary

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reader’s Notes (begun in Lesson 1)</td>
</tr>
<tr>
<td>• <em>A Long Walk to Water</em> (book; one per student)</td>
</tr>
<tr>
<td>• Partner Talk Expectations anchor chart (from Lesson 1)</td>
</tr>
<tr>
<td>• Things Close Reader’s Do anchor chart (begun in Lesson 2)—today’s focus: “using the text to answer questions”</td>
</tr>
<tr>
<td>• Back-to-Back and Face-to-Face prompts (one to project on document camera or post on chart)</td>
</tr>
<tr>
<td>• Chart paper to record student responses to Back-to-Back and Face-to-Face prompts (one piece; See Work Time B)</td>
</tr>
<tr>
<td>• Document camera</td>
</tr>
<tr>
<td>• Exit ticket (one per student)</td>
</tr>
</tbody>
</table>

| analyze, develop, contrast, points of view, characters, determine, central ideas, text features; wander (4), littered (8), rebels (10), hesitate (11), scurry, protested, objected (12) |

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NYS Common Core ELA Curriculum • G7:M1:U1:L3 • June 2014 • 2
A. Introducing Learning Targets (5 minutes)

- Read the day’s learning targets:
  * “I can determine the central ideas of Chapter 2 of *A Long Walk to Water*.”
  * “I can analyze how the author, Linda Sue Park, develops and contrasts the points of view of Nya and Salva in *A Long Walk to Water*.”
  * “I can effectively engage in discussions with my classmates about our reading of *A Long Walk to Water*.”

- Tell students that their Reader’s Notes act as evidence for their progress with the learning target “I can determine the central ideas of Chapter 2 of *A Long Walk to Water*.”

- Explain that the learning target “I can analyze how the author, Linda Sue Park, develops and contrasts the points of view of Nya and Salva in *A Long Walk to Water*” is going to be very important for their study of the people of South Sudan. This means that they will be working deeply with this target, and developing new strategies as readers to meet this target.

- Prompt students to Think-Pair-Share about what this learning target means. Remind them to look for key words and think about their meaning as attempt to determine the target’s meaning. Focus on the phrase *point of view*, and define this as a character’s perspective, position, or experience.

- Make clear that in this novel, there are two main characters: they are both from Southern Sudan, but each have their own experiences. Ask students to discuss the following: “What do you expect to be doing as readers in order to meet this learning target?” Listen for students to say things like “pay attention to Nya and Salva” or “think about how Nya and Salva are the same or different.” Emphasize that students this target will be a central focus for not just this unit, but the entire module.

- Point out that they’ve been practicing the final learning target during Lessons 1 and 2, but today’s work emphasizes how important it will be for every person in the class to develop skills to more effectively engage in discussions about the text. Explain that they’ll be using the text to guide their discussions.

Meeting Students’ Needs

- Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners most.

- Taking time to break down the meaning of vocabulary terms used in learning targets builds all students’ access to academic vocabulary. For every Opening section, consider building time for “Introducing Learning Targets,” in which students have time to make meaning of the academic vocabulary embedded within learning targets.
A. Engaging the Reader: Sharing Gist from Chapter 2 Reader’s Notes (15 minutes)

- Prompt students to take out *A Long Walk to Water*, the signed Letter to Families, and the Reader’s Notes with Chapter 2 homework complete. Collect the signed copies of the Letter to Families and communicate expectations for any students without work completed.
- Remind students that last night they were able to think about the gist of Chapter 2. Revisit the focus on text features from Lesson 1, asking students the date of each section of the chapter. Clarify as needed: be sure students recognize that the first section was about Nya, and the longer section was about Salva.
- Focus students on Nya’s and Salva’s stories in Chapter 2, for which they should have written their notes in Columns 2 and 4, respectively, of the Reader’s Notes. Tell students that at this point, it is fine if they just got the gist of Chapter 2; they will return to this chapter in future lessons.
- Ask students to turn to their same “A Day” partner to read to each other what each one of them wrote in Columns 2 and 4. (Think-Pair…)
- Remind students that now they’ll “Share” so that they can help each other make sense of the text. Cold call three students to share what their partner wrote for Columns 2 and 4.
- After these three students share, give feedback so that all students have the following “gist” statements in their Reader’s Notes. As you paraphrase students’ statements, continue modeling the use of specific vocabulary from the text (this lays the groundwork for future lessons).
  - Nya dug a thorn out of her foot (thorns are littered, or scattered, everywhere one the ground).
  - Salva walks with a group away from his village, wondering about his family.
  - Salva encounters the rebels (“those who were fighting against the government”).
  - Salva tries to join the group of men (he hesitated, then “took a few steps”).
  - The rebels tell Salva to join the women and children (he scurried over to the women’s side).
  - Rebel soldiers take the men from the group, and hurt them (one man protested and got hit with a gun; then no one else objected).
- Clarify key vocabulary listed in parentheses above. Prompt all students to add to Columns 3 and 5 any new ideas about what Chapter 2 was about. Tell them that their homework will be to continue adding to these columns; it is fine if they aren’t finished.

Meeting Students’ Needs

- Support a school-wide expectation that all assigned homework is relevant, realistic, and necessary. Collaborate with colleagues to establish a balance of assigned homework that takes into account students’ additional responsibilities outside of school, and their family’s availability to support independent work. With these parameters in place, hold the expectation that all students complete all assigned homework, and quickly communicate with home and school support staff if a student is not completing this essential independent work.
- Research indicates that cold calling improves student engagement and critical thinking. Be sure to prepare students for this strategy by discussing the purpose, giving appropriate think time, and indicating that this strategy will be used before students are asked questions.
Work Time (continued)

B. Discussing Character Points of View: Back-to-Back and Face-to-Face Protocol (20 minutes)
Note: limit the actual protocol to 10 minutes, in order to have enough time to debrief and chart as a whole class, to check understanding for all.

- Share with students that close readers regularly use the text to answer questions. Add this practice to the “Things Close Readers Do” anchor chart. Explain to students that today they’ll practice using the text to answer questions in an engaging discussion.
- Post on the document projector (or have written on a chart) the Back-to-Back and Face-to-Face prompts. Read the first question and the answer, as a brief model.
- Then give students just a few minutes to read through the other prompts and think about them. Keep this brief.
- Before students stand up, read the instructions for the Back-to-Back and Face-to-Face protocol. Ask for one student volunteer to describe the directions to the class in his/her own words. Then cold call on one more student to explain the directions to the class again.
- Tell students that after they have discussed the questions, you will cold call students for answers and take notes on chart paper for the whole class.
- Help students arrange into partnerships for the day’s class. Be sure that all students have the book A Long Walk to Water in their hands for the discussion protocol.
- Begin the protocol. Limit it to 10 minutes, even if that means students do not discuss all the questions. Be sure to include wait time for students to think after you ask each question. Coach students as needed to follow your cues and prompts.
- Ask students to return to their seats. Cold call on two students to share their responses to the prompt. Take notes on the student responses on a piece of chart paper (for future use—see Teaching Notes).
- Ask students to clarify their responses or reference page numbers and sentences in the text, as needed. Provide supportive feedback that encourages students to use the text when developing answers to the prompts.

Meeting Students’ Needs

- For the Back-to-Back and Face-to-Face protocol, emphasize the importance of eye contact. If students have time to practice this protocol using topics that are of personal interest to them, the protocol may better enhance the academic conversation when you want the focus to be on the content.
- Consider providing the Back-to-Back and Face-to-Face prompts in writing, on sentence strips, for students who need a visual support for this auditory activity.
- Be sure to keep the class note charts that are generated from the Back-to-Back and Face-to-Face responses. These notes begin to contrast Nya’s and Salva’s points of view and will be used again in the module as students write about the characters during End of Unit Assessments and the Module Performance Task.
### Closing and Assessment

**A. Revisit Learning Targets (5 minutes)**

- Reread the day’s learning targets:
  
  * “I can determine the central ideas of Chapter 2 of *A Long Walk to Water*.”
  
  * “I can analyze how the author, Linda Sue Park, develops and contrasts the points of view of Nya and Salva in *A Long Walk to Water*.”
  
  * “I can effectively engage in discussions with my classmates about our reading of *A Long Walk to Water*.”
  
- Refer to the posted Fist to Five chart from Lesson 1. Remind them that this self-assessment helps students to rate themselves on a continuum from 0 (fist), meaning far from the target, to five (five fingers), having solidly met the target.

- Use the Fist to Five strategy to have students rate themselves on their practice of the first and third learning targets (“determine the central ideas” and “engaging in effective discussion”) of the day’s lesson. Cold call on a few students to provide evidence for the rating they gave themselves.

- Tell students that they will reflect in writing for the second learning target (“contrasting the points of view”). Distribute the exit ticket with the following prompt: “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?”

- Remind students of the expectations for focused, silent work time as all students are completing the exit ticket (see Lesson 1).

- Collect all exit tickets.

### Meeting Students’ Needs

- The exit ticket for today’s lesson acts as an assessment of students’ analysis of the characters’ differences. Keep copies of this exit ticket for use in Lesson 5 as students dig deeper into character point of view.

### Homework

- Reread Chapter 2 and keep adding to Columns 3 and 5 of your Reader’s Notes. What new thinking do you have after our Back-to-Back and Face-to-Face discussion?
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?
Get the gist of what a text is about
  * Use the text to answer questions

When text is emotionally difficult...
*Insert notes from Lesson 2 student ideas here.*
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?
Establishing Structures for Reading: Gathering Evidence about Salva’s and Nya’s Points of View (Reread Chapters 1 and 2)
Establishing Structures for Reading: Gathering Evidence about Salva’s and Nya’s Points of View (Reread Chapters 1 and 2)

### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

| I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) | I can analyze how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6) |

### Supporting Learning Targets | Ongoing Assessment

- 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*.

- Gathering Evidence graphic organizer (focus on Character Development)

### Agenda

1. Opening
   - Introducing Learning Targets (5 minutes)
2. Work Time
   - Engaging the Reader: Framing the Guiding Question (10 minutes)
   - Guided Practice: Gathering Evidence and Inferring about Character in Chapters 1 and 2 (25 minutes)
3. Closing and Assessment
   - Revisit Learning Targets with Exit Ticket (5 minutes)
4. Homework

### Teaching Notes

- This lesson introduces students to one of the module Guiding Questions, which will help focus their work throughout the module. Preview Part A of Work Time carefully in advance, and think of specific examples to illustrate the concepts of culture, time, and place that will resonate with your specific student population. General models are offered as a guide. Be prepared to offer these examples, or your own more specific ones, as models if students struggle with these abstract concepts.

- In this lesson, students practice gathering evidence from the text to support their understanding of character point of view in *A Long Walk to Water*. This involves rereading and additional practice to support the process of close reading.

- This lesson includes explicit instruction about inferring, which is the heart of the work students will be doing with the graphic organizer as they continue to work through the novel. Review Part C of Work Time carefully. Note that basic comprehension of this text may not seem difficult for all students. But the concepts linked to the guiding question are sophisticated. Push students on the analysis.
Establishing Structures for Reading: Gathering Evidence about Salva’s and Nya’s Points of View (Reread Chapters 1 and 2)

Agenda

<table>
<thead>
<tr>
<th>Teaching Notes (continued)</th>
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<tr>
<td>• Along with the continued use of Reader’s Notes to capture the gist of the story in a first read of each chapter, students begin to use the Gathering Evidence graphic organizer to capture their notes as they reread. Note that the thinking behind this Gathering Evidence graphic organizer is the crux of this unit. This lesson includes modeling and guided practice. Gauge your students’ progress carefully, and feel free to continue with more guided practice as needed. It is imperative to lay a strong foundation in this lesson, since students’ reading, thinking, and writing for the rest of the unit is based on their ability to make inferences and analyze text.</td>
</tr>
<tr>
<td>• Clarify the use of the word “quote” (both noun and verb form) as it is used in relationship to academic writing. Many students have a common misconception that a “quote” must be direct speech from a character in the novel. In the context of this lesson, a “quote” is any evidence from the text that they cite in their paragraph. Help students view “quoting” as synonymous with “citing evidence” and a “quote” as synonymous with “a piece of textual evidence.” When they are asked to “quote from the text,” they may be citing an actual quotation of words that character spoke aloud, or they may just be “quoting” an excerpt of the text that was not spoken aloud by a character.</td>
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<tr>
<td>• Emphasize to students the importance of keeping these notes. At the end of Unit 2, students will refer to both their Reader’s Notes and their Gathering Evidence graphic organizer when they write a Literary Analysis. And in Unit 3, students will again use these notes when they write a Two-Voice Poem. Note that this lesson includes two versions of this graphic organizer: a “less scaffolded” version for most students, and a “more scaffolded” version for students who may need additional support.</td>
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<tr>
<td>• Students again add to the “Things Close Readers Do” anchor chart—today’s focus: rereading, gathering evidence, and paying attention to vocabulary.</td>
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<tr>
<td>• In advance: Prepare and post a large visual chart with the unit Guiding Question.</td>
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Lesson Vocabulary

cite, text-based evidence, quote (n. and v.), analysis, culture, time, place, influence, development, identity, detail/evidence, reasoning, inference,

Materials

- A Long Walk to Water (book; one per student)
- Gathering Evidence graphic organizer for Character Development (for Chapters 1 and 2; one per student and one to display)
- Document camera
GRADE 7: MODULE 1: UNIT 1: LESSON 4
Establishing Structures for Reading:
Gathering Evidence about Salva’s and Nya’s Points of View
(Reread Chapters 1 and 2)

infer; flicking (2), droned (2), herding, grazing (3), aimless, halted (4), backfiring (5), bush, rebels (6), scattered, scrambled (7), hesitated (11), scurried, protested, objected (12) (review from Lessons 1-3)

• Partner Talk Expectations anchor chart (from Lesson 1)
• Things Close Readers Do anchor chart (begun in Lesson 2; see additions in supporting materials)—today’s focus: “reread the text” and “gather evidence (quotes) from the text”

Opening

A. Introducing Learning Targets (5 minutes)

• Share the 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.”

• Tell students that they’ll be focused on the first learning target (citing text-based evidence) today. Ask students to Think-Pair-Share about the meaning of the word citing. Have pairs share their ideas about what this word means. If necessary, clarify that citing evidence means identifying information in the text that supports our understanding, and using that evidence to explain our ideas. In order to cite text-based evidence, they will need to reread the text. Point out to students that strong readers almost always reread to understand a text more fully. They will be practicing this a lot this year.

• Ask students to focus on the term evidence in the learning target. Prompt students to Think-Pair-Share about what evidence means and to give examples of evidence (they may use ideas from science class or the natural world, but listen for ideas about evidence that readers use from text). Tell students that when we read, quotes from the text and details from the text are types of evidence that help us make meaning.

• Arrange students in an alternate seating assignment today so that they are partnered in new partner pairs (“B-Day” seating—see Teaching Notes in Lesson 1). Remind students that they’ll practice our Partner Talk Expectations with these new partners so that they can share ideas with different classmates.

Meeting Students’ Needs

• When introducing the day’s learning targets, to the term evidence. When introducing the Gathering Evidence graphic organizer, give additional attention to the term inference. These two terms, evidence and inference, are foundational academic vocabulary terms that students will continue to reference in close reading and evidence-based writing.

• Students will practice these same two learning targets in the upcoming lessons, and be assessed on these learning targets in the Mid-Unit 1 Assessment in Lesson 8.

• In Lessons 1 through 3, students worked with one partner in an “A-Day” seating arrangement. Today’s lesson introduces students to a new partnership in a “B-Day” seating assignment. Asking students to work with new partners helps to build a class culture in which students can collaborate effectively within a variety of student groupings.
Establishing Structures for Reading: Gathering Evidence about Salva’s and Nya’s Points of View (Reread Chapters 1 and 2)

Rearranging seating assignments can cause anxiety for some students, so be attentive to class culture and consider communicating with some students ahead of time.
**Work Time**

### A. Engaging the Reader: Framing the Guiding Question (10 minutes)

- **Guiding Question:** “How do culture, time, and place influence the development of identity?”
  - Underline the terms “culture, time, and place.”

- **Engaging the Reader:**
  - Tell students that these words may seem familiar to them, but it is important to spend time to be sure they really understand these concepts as they relate specifically to this novel and the module. Reinforce the importance of building vocabulary.
  - Tell students that *culture* is related to the beliefs and lifestyles that a particular group of people practice. Ask students to turn to a partner and brainstorm, “What are examples of how someone’s culture shapes their identity?”
  - Cold call two students to share out. If needed, model (preferably in ways that are relevant to your specific student population). A basic model might sound like this: “My culture is Jewish, even though I’m not super-religious. My family celebrates important Jewish holidays like Passover, which is a celebration of freedom for all people. Being part of Jewish culture has helped me really think about how grateful I am to be free.”

- **Engaging the Reader:**
  - Tell students that *time* here refers to the specific period in which someone lives (ex. the 1980s for Salva’s story, versus present day for your students). Point out that in this context, the word time has a precise meaning that is different from how students generally think about time on the clock or a time of day. Ask students to turn to a partner and brainstorm, “What are two examples of how the time period in which someone lives shapes their identity?”
  - Cold call two students to share out. If needed, model (preferably in ways that are relevant to your specific student population). A basic model might sound like this: “A good friend of mine grew up in the 1970s, when women in this country were starting to push to be more equal with men. She was the first girl in her family to go to college, and then she got a big job in real estate. The fact that she grew up in the 1970s really affected her identity: she got to learn and try things that her mom never got to do in the 1950s.”

- **Engaging the Reader:**
  - Tell students that *place* as it is used here refers to the geographic location in which someone lives, and may include things like weather and climate, access to resources, etc. (Point out that in this context, the word place is more specific than just “a spot.”) Ask students to turn to a partner and brainstorm, “What is one example of how the physical place in which someone lives shapes their identity?”

### Meeting Students’ Needs

- Guiding Questions provide motivation for student engagement in the topic, and give a purpose to reading a text closely.
- Take time to carefully review and model the graphic organizer for Gathering Evidence. For students in need of additional support with the practice of gathering evidence, a more scaffolded version of the graphic organizer is included at the end of the lesson materials in which the text has already been selected, and students can focus on their inferences/reasoning about the textual evidence.
### Work Time (continued)

- Cold call two students to share out. Model as needed (preferably in ways that are relevant to your specific student population). A basic model might sound like this: “I grew up in a rural part of the state, with lots of my family nearby. My sisters and I worked together on the farm taking care of the animals. Because of this, I am someone who really values family, even though now I live far away from them.”

- Reread the unit Guiding Question aloud and explain to students that they will keep thinking about this complex question as they learn more about Nya and Salva in *A Long Walk to Water*.

### Meeting Students’ Needs

- Gauge your students’ progress carefully, and feel free to continue with more guided practice as needed to support students who are struggling to gather and analyze evidence from the text.

### B. Guided Practice: Gathering Evidence and Inferring about Character in Chapters 1 and 2 (25 minutes)

#### Work Time

- Distribute the *Gathering Evidence graphic organizer* to each student and project it on a document camera (or make a chart of it on chart paper or on your board). Ask students to silently read the directions on the graphic organizer and complete the tasks that the prompts indicate.

- Tell students that the first column, titled “Detail/Evidence,” is where they will gather *quotes* from the text. Clarify that in the context of this lesson, a “quote” is any evidence from the text that they cite in their paragraph: “quoting” as synonymous with “citing evidence” and a “quote” as synonymous with “a piece of textual evidence.” (see Teaching Notes, above).

- Make a connection to this column and the learning target about citing evidence. The third column, titled “Inference/Reasoning,” is where they will right their ideas about how the text is related to the Guiding Question.

- Focus students on the terms *reasoning* and *inference* in the graphic organizer. Prompt students to Think-Pair-Share:
  - “What does it mean to *infer*?”

- Tell students that when we read for evidence about a specific question, we make meaning of the words in the text as they relate back to this question. Often this means we have to connect something in the text with some information from other parts of the text, or from our background knowledge. The meaning we make is often in the form of an inference.

- Give a concrete example: “When we looked at the map (in Lesson 1), we noticed a dotted line. Then we looked at the key in the map and saw the word “route.” We put those two things together to *infer* that this novel would be about a journey. And the title of the novel, *A Long Walk to Water*, helped confirm that inference, since it had the words ‘long walk’ in it.”

- Ask students to open *A Long Walk to Water* to page 2, near the beginning of Chapter 1. Read aloud the first two paragraphs on the page, ending with the line, “…which was why he was letting his mind wander down the road ahead of his body.”
**Work Time (continued)**

- Focus students on the Gathering Evidence graphic organizer, specifically row 1: “Salva had three brothers and two sisters. As each boy reached the age of about ten years, he was sent off to school.” Ask students to turn to a partner and discuss the following question:
  - “Based on the example in the first row of the graphic organizer, how do you think the cited evidence from the text supports the inference?”

- Cold call a few pairs to share their thinking. Then clarify this example by thinking aloud for students. For example, you might say something like the following: “When I read, ‘As each boy reached the age of about ten years, he was sent off to school,’ I reasoned that it was a special privilege to go to school. I inferred that Salva felt grateful and takes school seriously.”

- Repeat with the second row. Point out to students that this time, the right-hand column is only partially completed for them. Ask them to think, then turn and talk with a partner about how they might finish the sentence “This affects his identity…”

- Cold call a student to share his or her thinking. Listen for students to say something like “… Because he has to run away from the fighting, and be on his own, not with his family.”

- Probe if needed, to help students make the direct connection between the text and the concepts in the Guiding Question:
  - “How did the time period when Salva grew up affect who he is?”

- If necessary, model this for students, making it clear how you connect the quote (textual evidence) to time and identity.

- Repeat with the third row, with the quotation about Nya. Again give students an opportunity to think, talk with a partner, and share out. Listen for comments like “The place where Nya lives is very hot and dry. She has to walk a long way every day. So she probably is very patient.”

- Probe if needed,
  - “How did where Nya lives affect who she is?”

- If necessary, continue modeling, again emphasizing the connection between the text and the Guiding Question—in this instance, how place influenced identity. Continue to reinforce that the noun “quote” is synonymous with textual evidence, and that “quoting from the text” is synonymous with “citing textual evidence.”

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**Meeting Students’ Needs**

- Focus students on the Gathering Evidence graphic organizer, specifically row 1: “Salva had three brothers and two sisters. As each boy reached the age of about ten years, he was sent off to school.” Ask students to turn to a partner and discuss the following question:
  - “Based on the example in the first row of the graphic organizer, how do you think the cited evidence from the text supports the inference?”

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- Probe if needed,
  - “How did where Nya lives affect who she is?”

- If necessary, continue modeling, again emphasizing the connection between the text and the Guiding Question—in this instance, how place influenced identity. Continue to reinforce that the noun “quote” is synonymous with textual evidence, and that “quoting from the text” is synonymous with “citing textual evidence.”
**Establishing Structures for Reading:**

**Gathering Evidence about Salva’s and Nya’s Points of View**

(Reread Chapters 1 and 2)

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<thead>
<tr>
<th>Work Time (continued)</th>
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<tr>
<td>• Then tell students that now you will read aloud from the remainder of Chapter 1 (which students have already read at least once). Tell students that you will pause along the way so they can add their thinking to the Gathering Evidence graphic organizer. Tell students to not put any mark in the final (right-hand) column of the graphic organizer. They will return to these charts later as they develop ideas in writing.</td>
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<tr>
<td>• Begin at the start of Chapter 1. After each of the chunks indicated below, prompt students to share their evidence and inferences with partners or have them share with whole class using cold call.</td>
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<tr>
<td>* Chunk 1: Nya’s story (page 1; corresponds to row 3 on the graphic organizer)</td>
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<tr>
<td>* Chunk 2: Salva’s story (page 1 “Southern Sudan 1985” through page 4 “...but, oh, how delicious those bites were!”; corresponds with row 4 on the more scaffolded version of the graphic organizer))</td>
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<tr>
<td>* Chunk 3: Salva’s story, cont. (page 4 “Salva swallowed and turned his eyes back...” through page 6 “Go! All of you, now!”)</td>
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<tr>
<td>• Chunk 4: Salva’s story, cont. (page 6 “The war had started...” through end of the chapter “Away from home.”)</td>
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*Note: gauge your students’ thinking carefully. As needed, provide additional modeling through this guided practice time.*

• Next, focus students on Chapter 2. Tell them that they may focus on either Nya or Salva. Ask them to reread at least one page of Chapter 2, and add at least one more piece of evidence and reasoning on the Gathering Evidence graphic organizer without help from others. Encourage them. Tell them that it is important for each of them to complete at least one row on the graphic organizer independently so that you have individual information from each student.

• As time permits, have students continue to read through the end of Chapter 2 (pg. 8–13) and add to the Gathering Evidence graphic organizer.

• During this time, circulate among students to monitor their progress and offer support. Give specific positive feedback when you see students making inferences based on the text (e.g., “I see that you really put x and y together to come up with that inference”). Commend students who are beginning to include key vocabulary words they have been exposed to.

• Preview the homework: Tell students that they should finish their first reading of Chapter 3 for tonight’s homework, including reading for the gist in their **Reader’s Notes**. They should also start paying attention to specific words in the text that they don’t know, or words they think are particularly important to help them understand Nya’s and Salva’s points of view.

• Tell them that in the next lesson, they will continue to practice gathering and analyzing evidence from the text.
Establishing Structures for Reading: Gathering Evidence about Salva’s and Nya’s Points of View (Reread Chapters 1 and 2)

### Closing and Assessment

<table>
<thead>
<tr>
<th>A. Revisit Learning Targets with Exit Ticket (5 minutes)</th>
<th>Meeting Students’ Needs</th>
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<tbody>
<tr>
<td>• Reread the learning targets</td>
<td>• For the day’s exit ticket, students may benefit from sentence starters for the reflective portion of the prompt. Post sentence starters like, “I think this example shows my abilities to cite evidence because…” or “I selected this evidence because it tells me ____ about the characters in the book.”</td>
</tr>
<tr>
<td>* “I can cite several pieces of text-based evidence to support my analysis of Nya and Salva’s character in <em>A Long Walk to Water.</em>”</td>
<td></td>
</tr>
<tr>
<td>* “I can analyze how Linda Sue Park develops and contrasts the points of view of Nya and Salva in <em>A Long Walk to Water.</em>”</td>
<td></td>
</tr>
<tr>
<td>• Explain to students that since they are making progress towards these targets they likely have some more strategies to add to the <strong>Things Close Readers Do anchor chart.</strong> Ask students if they experienced any new practices or strategies today that can be added to the list on the chart. Add a line to the anchor chart about re-reading and another line about gathering evidence.</td>
<td></td>
</tr>
<tr>
<td>• For today’s exit ticket, prompt students to circle one row on their Gathering Evidence graphic organizers that they think best exemplifies their ability to analyze how Linda Sue Park develops and contrasts the Nya and Salva’s points of view.</td>
<td></td>
</tr>
<tr>
<td>• Ask students to then write on the graphic organizer an explanation of why they selected this evidence.</td>
<td></td>
</tr>
<tr>
<td>• Collect all Gathering Evidence graphic organizers for review and feedback.</td>
<td></td>
</tr>
</tbody>
</table>
**Homework**

- Read Chapter 3 for gist and record in Columns 1, 2, and 4 in Reader's Notes.

**Meeting Students' Needs**

- Tonight's homework sets students up to repeat the processes of close reading that they've practiced so far. In Lesson 5, students will review their Reader’s Notes for the gist of Chapter 3, then reread the chapter to Gather Evidence about character and respond to teacher prompts to justify their reasoning. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.

---

Note: From the exit tickets, select two examples that you feel strongly meet the learning target “I can analyze how Linda Sue Park develops and contrasts the points of view of Nya and Salva in A Long Walk to Water.” The strong examples should show good citations of evidence (clear details/evidence in the form of quotes) that support rich analysis (relevant and clear inferences/reasoning).

Select and rewrite these examples ahead of time for display on the document projector or large chart paper. Rewrite these examples without any characteristics that would identify the students, who may feel shy even sharing strong work. Be sure to ask students’ permission to share their strong work.

Also create your own example of a response that is weak and does not yet meet the target (e.g., no evidence, unclear reasoning). In the Opening of Lesson 5, you can present this collection of examples so students can see what it looks like to meet the learning target.

Another approach is to use examples from students in another class (without identifying characteristics).

The collected Gathering Evidence graphic organizers are great tools in which the teacher can give individualized feedback to each student about his or her progress on the 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.” Lesson 5 begins with the teacher sharing some examples of student work from these graphic organizers.
Grade 7: Module 1: Unit 1: Lesson 4
Supporting Materials
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?
These two characters have many similarities and many differences. How do culture, time, and place influence the development of each character’s identity?

<table>
<thead>
<tr>
<th><strong>Detail/Evidence</strong></th>
<th><strong>Page</strong></th>
<th><strong>Inference/Reasoning</strong></th>
<th><strong>Used in your writing?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What Salva or Nya thought, said, or did</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Quote (About Nya or Salva?)</td>
<td>2</td>
<td>Meaning (Related to culture, time, or place?)</td>
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<tr>
<td>“Salva had three brothers and two sisters. As each boy reached the age of about ten years, he was sent off to school.”</td>
<td></td>
<td>In Salva’s culture, schooling is only for boys. He feels grateful and takes school seriously.</td>
<td></td>
</tr>
<tr>
<td>Quote (About Nya or Salva?)</td>
<td>6</td>
<td>Meaning (Related to culture, time, or place?)</td>
<td></td>
</tr>
<tr>
<td>“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.”</td>
<td></td>
<td>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 ...</td>
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<tr>
<td>Quote (About Nya or Salva?)</td>
<td>1</td>
<td>Meaning (Related to culture, time, or place?)</td>
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<tr>
<td>“It would take her half the morning if she didn’t stop along the way.”</td>
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<tr>
<td>Detail/Evidence</td>
<td>Page</td>
<td>Inference/Reasoning</td>
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<td>What Salva or Nya thought, said, or did</td>
<td></td>
<td>What this shows about how culture, time, or place influenced Salva’s or Nya’s identity</td>
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<tr>
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</tbody>
</table>
3. We now will reread the chapter. **Listen carefully** as the chapter is read aloud. Watch for information that will help you to complete the graphic organizer. During the read-aloud, every time you hear some evidence from the text that you think belongs on the chart, **raise your hand**. The class will stop to discuss what you have noticed and decide whether to add that evidence to the chart.

You may have noticed that there is not much room to write in each box! Don’t worry. We will practice taking notes in that small space using just key words and phrases.

<table>
<thead>
<tr>
<th>Evidence from the Text</th>
<th>Notes</th>
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</tbody>
</table>
- Get the gist of what a text is mostly about
- Use the text to answer questions
- Reread the text
- Pay attention to vocabulary
- Gather evidence (quotes) from the text

When text is emotionally difficult…

_Insert notes from Lesson 2 student ideas here._
Grade 7: Module 1: Unit 1: Lesson 5
Practicing Structures for Reading: Gathering Evidence about Salva’s and Nya’s Points of View (Reread Chapter 3)
## Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

| I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) |
| I can analyze how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6) |

## Supporting 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*.

## Ongoing Assessment

- Gathering Evidence graphic organizer (focus on Character Development)
- Exit ticket

## Agenda

1. **Opening**
   - Introducing Learning Targets and Highlighting Key Vocabulary (5 minutes)

2. **Work Time**
   - Sharing the Gist from Chapter 3 Reader’s Notes (10 minutes)
   - Gathering Evidence and Inferring about Character in Chapter 3 (20 minutes)
   - Revisiting Key Vocabulary in Relation to the Guiding Question (5 minutes)

3. **Closing and Assessment**
   - Revisit Learning Targets with Exit Ticket (5 minutes)

4. **Homework**
   - Reread Chapter 3, focusing on vocabulary that relates to the Guiding Question

## Teaching Notes

- In this lesson, students continue to practice gathering evidence from the text to support their understanding of character point of view (which they began in Lesson 4). Gauge how well your students are mastering the thinking behind the graphic organizer: gathering evidence and then making inferences. Prioritize Work Time B over Work Time A; adjust Part B of Work Time to include more modeling or guided practice as needed (for examples of this, refer to Lesson 4).

- In advance: See Teacher Note at the end of Lesson 4. Identify several strong examples of students’ work on the graphic organizer from Lesson 4. Strong examples should show good citations of evidence (clear details/evidence in the form of quotes) that support rich analysis (relevant and clear inferences/reasoning. Also prepare your own (fictional) weak example. This should show poor citations of evidence (unclear details/evidence that may not be in the form of quotes) that does not support analysis (unclear or unrelated inferences/reasoning.

- Students repeat the processes of close reading that they’ve practiced so far. They review their Reader’s Notes for the gist of Chapter 3, then reread the chapter to Gather Evidence about character and respond to teacher prompts to justify their reasoning. Continue to reinforce that gist is just “first ideas.”

- At the start of this lesson, students are alerted to some key vocabulary to attend to as they work; during Work Time Part C, they return to some of these key words.

- Emphasize to students the importance of keeping their Reader’s Notes and Gathering Evidence graphic organizers. They will need these at the end of Unit 2, for their literary analysis, and again in Unit 3, when they write a Two-Voice Poem.
### Lesson Vocabulary

cite, text-based evidence, analysis, culture, time, place, identity, detail/evidence, inference/reasoning; horizon (14), gourd (14), ritual (15), flinched, uncertainty (16), artillery, rose (v) (18)

### Materials

- *A Long Walk to Water* (book; one per student)
- Gathering Evidence graphic organizer for Character Development (for Chapter 3; one per student and one to display)
- Document camera
- Partner Talk Expectations anchor chart (from Lesson 1)

### Opening

**A. Introducing Learning Targets and Highlighting Key Vocabulary (5 minutes)**

- Share the 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.*”

- Remind students that they practiced these same learning targets in Lesson 4, and they’ll strengthen their practice with them in today’s lesson.

- Keep students with partner pairs from Lesson 4 (“B-Day” seating). Remind students that they’ll practice the Partner Talk Expectations with these partners so that they can share ideas with different classmates.

- Remind students that for homework, you also asked them to pay close attention to important words in the text. Ask volunteers to share out some of the words they noticed: either words that they did not know or words that were particularly important. Chart the words students share. Circle the following words if students mentioned them; if not, add them. Tell students that later in the lesson, they will focus more on these words: *gourd, ritual, flinched, uncertainty, artillery, rose.*
A. Sharing the Gist from Chapter 3 Reader’s Notes (10 minutes)

- Prompt students to take out *A Long Walk to Water* and the Reader’s Notes with Chapter 3 homework complete.

- Remind students that last night they were able to think about the gist of the rest of Chapter 3. Revisit the focus on text features from Lesson 1, asking students the date of this section. Clarify as needed: be sure students recognize that the first section was about Nya and the longer section was about Salva.

- Focus students on Nya’s and Salva’s stories in Chapter 3, for which they should have written their notes in Columns 2 and 4, respectively, of the Reader’s Notes. Tell students that at this point, it is fine if they just got the gist of Chapter 3; they will return to this chapter in future lessons.

- Ask students to turn to their partner to read to each other what each one of them wrote in Columns 2 and 4. (Think-Pair...)

- Remind students that now they’ll “Share” their ideas so that they can help each other make sense of the text. Cold call three students to share what their partner wrote for Columns 2 and 4.

- Then prompt all students to add to Columns 3 and 5 any new ideas about what Chapter 3 was about.

- After these three students share, give feedback so that all students have the following “gist” statements in their Reader’s Notes.

- As you paraphrase students’ statements, guide them to refer to specific vocabulary in the text as they answer. Tell them that in the next section of the lesson, they will focus on some important words in even more detail.
  - Nya reached a pond, drank water, filled her container with water, then began the return walk home.
  - Salva woke up to find the group had left him; then he spotted an older Dinka woman.
  - The woman offered him some peanuts and let him sleep in her barn for four days.
  - She told him he had to leave, and he heard people from another group of walkers, also from the Dinka tribe.

Meeting Students’ Needs

- To provide further visual support, consider projecting a copy of the Gathering Evidence graphic organizers from Lesson 4. This can act as a visual aid for sharing directions in this portion of the lesson.
B. Gathering Evidence and Inferring about Character in Chapter 3 (20 minutes)

- On the document camera or on a large chart paper, show students the strong examples of Details/Evidence and Inference/Reasoning from Lesson 4 exit tickets (their selected work on the Gathering Evidence graphic organizers) and your own written-up weak example.

- Prompt students to Think-Pair-Share about the qualities of a strong example and the qualities of a weak example. Cold call on three partner pairs to share their ideas about qualities of strong and weak examples. Copy student ideas onto the examples of strong and weak work, and tell students how helpful these ideas are.

- Tell them that you will use their ideas to develop a rubric for grading their future work for citing text-based evidence. Look for student ideas related to “The strong example makes a good connection between the quote and the inference (the words from the quote match some of the words in the inference),” “The strong example includes an insight about the character that I hadn’t thought of before,” or “The strong example says exactly how the evidence relates to culture, time, or place.”

- For today’s continued work with Chapter 3, distribute the Gathering Evidence graphic organizer to each student and project it on a document camera (or make a chart of it on chart paper or on your board).

- Ask students to silently reread the directions on the graphic organizer and complete the tasks that the prompts indicate.

- Tell students that the first column, titled “Detail/Evidence,” is where they will gather quotes from the text. The third column, titled “Inference/Reasoning,” is where they will write their ideas about how the text is related to the Guiding Question.

- Ask students to open A Long Walk to Water to page 14, the beginning of Chapter 3. Read aloud the section about Nya ending with the line, “But she might reach home by noon, if all went well.” Show students where this text is written as an example on the Gathering Evidence graphic organizer.

- Ask students to turn to a partner and discuss the following question:

  * “Based on the example in the first row of the graphic organizer, How do you think the cited evidence from the text supports the listed inference?”

- Cold call a few pairs to share their thinking. If necessary, clarify this example by thinking aloud for students. For example, you might say something like the following: “When I read, “Nya knew that going home would take longer than coming had,” I reasoned that she still had a number of challenges to face in her day … This made me think that her walk to and from the pond is very difficult. I’m now wondering what other difficulties she might face.”

- Tell students to not put any mark in the final (right-hand) column of the graphic organizer. They will return to these charts later as they develop their ideas in writing.

- For students in need of additional support with the practice of gathering evidence, consider creating a more scaffolded version of the graphic organizer in which the text has already been selected, and students can focus on their inferences/reasoning about the textual evidence (for an example, see supporting materials from Lesson 4).

- Gauge your students’ progress carefully, and feel free to continue with more guided practice as needed to support students who are struggling to gather and analyze evidence from the text.
### Work Time (continued)

- Tell students that now you will read aloud from the remainder of Chapter 3 (which students have already read at least once). Pause along the way for students to use the Gathering Evidence graphic organizer.
- Begin at the start of Chapter 3. After each of the chunks indicated below, prompt students to share their evidence and inferences with partners or have them share with whole class using cold call.
- As needed, provide additional modeling through this guided practice time. Gauge whether to continue whole group or to gradually release students to more independent work.
  - * Chunk 1: Nya’s story (pages 14–15)*
  - * Chunk 2: Salva’s story (page 15 “Southern Sudan 1985” through page 17 “Everything was upside down”)*
  - * Chunk 3: Salva’s story, cont. (page 17 “Salva stayed in the woman’s barn again…” through end of chapter “Could his family be among them?”)*
- Tell students that they may choose to focus on either Nya or Salva.
- Ask them to reread at least one page of Chapter 3, and work at first with a partner to add at least one more piece of evidence and reasoning on the Gathering Evidence graphic organizer. Encourage them. Tell them that if possible, they should each complete at least one row on the graphic organizer independently, so that you have individual information from each student.
- During this time, circulate among students to monitor progress and offer support.
- After 15–20 minutes, pause students in their work and refocus them whole group. Ask students to revisit the list of ideas about strong examples of evidence and inferences and Think-Pair-Share about one of their examples from today’s reading of Chapter 3. Cold call on three students to explain why the example they selected is a strong example of citing evidence to make inferences about character.

### Meeting Students’ Needs

- **Meeting Students’ Needs**
### Work Time (continued)

<table>
<thead>
<tr>
<th>C. Revisiting Key Vocabulary in Relation to the Guiding Question (5 minutes)</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
</table>
| • Briefly revisit the vocabulary words to which you alerted students at the start of the lesson. Help students notice how focusing on specific words aids their understanding of key aspects of the novel:  
  * “Both Nya and Salva look across the horizon and use a gourd to hold water. What do these words mean, and what do they help us understand about how place influences Nya’s and Salva’s identity?”  
  • Invite students to turn and talk with a partner. Then cold call a student to share out. Listen for students to recognize that the land both characters live on is vast, harsh, and dry.  
  * “What are the ritual scar patterns on the woman’s face, and why are they important to help us understand how culture shapes his identity?”  
  • Again have students turn and talk, then share out. Listen for students to realize that it was important to Salva to know that this woman was a member of the Dinka tribe, as he is.  
  * “On page 18, the author writes ‘Salva stared at her as a panic rose inside him.’ What does the word rose mean in this context? How does this help us understand something important about Salva?” | • Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language. |
Closing and Assessment

A. Revisit Learning Targets with Exit Ticket (5 minutes)

- Preview the homework: Tell students that for homework, they should reread this chapter and circle other words that seem important because they relate to the Guiding Question.
- Reread the 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.*”
- For today’s exit ticket, prompt students to circle one row on their Gathering Evidence graphic organizers that they think best exemplifies their ability to analyze how Linda Sue Park develops and contrasts Nya’s and Salva’s points of view.
- Ask students to then write on the graphic organizer an explanation of why they selected this evidence.
- Collect all Gathering Evidence graphic organizers for review.

Homework

- Reread Chapter 3, focusing on vocabulary that relates to the Guiding Question. Circle these words as you read (including ones we already discussed in class).

Meeting Students’ Needs

- For the day’s Exit Ticket, students may benefit from sentence starters for the reflective portion of the prompt. Post sentence starters like “I think this example shows my abilities to cite evidence because...” or “I selected this evidence because it tells me _____ about the characters in the book."

Note: From the exit tickets, give individualized feedback to each student about his or her progress on the 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.*” Give each student at least one piece of specific positive feedback (e.g., “I see you are citing evidence” or “You really related that piece of evidence to the idea of ‘culture’”). Lesson 6 begins with the teacher returning this individualized feedback to each student. Consider using these exit tickets to determine which students, if any, should be pulled for more targeted instruction on gathering and analyzing evidence in future lessons.
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?
These two characters have many similarities and many differences. How do culture, time, and place influence the development of each character’s identity?

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<tr>
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<th>Page</th>
<th>Inference/Reasoning</th>
<th>Used in your writing?</th>
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</thead>
<tbody>
<tr>
<td>What Salva or Nya thought, said, or did</td>
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</tr>
<tr>
<td>Quote (About Nya or Salva?)</td>
<td>14–15</td>
<td>Meaning (Related to culture, time, or place?)</td>
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<tr>
<td>“But she might reach home by noon, if all went well.”</td>
<td></td>
<td>It’s possible that her walk home won’t go well. Nya lives in a place that can be difficult or dangerous.</td>
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<tr>
<td>Quote (About Nya or Salva?)</td>
<td>16</td>
<td>Meaning (Related to culture, time, or place?)</td>
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<tr>
<td>“Salva let out his breath in relief. He was glad that she was not Nuer.”</td>
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<td>Quote (About Nya or Salva?)</td>
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<tr>
<th>Evidence from the text</th>
<th>Chart Notice</th>
<th>Decision</th>
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Building Background Knowledge: The Lost Boys of Sudan
### Building Background Knowledge: The Lost Boys of Sudan

#### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

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

I can determine the central ideas of an informational text. (RI.7.2)

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)

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
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<tbody>
<tr>
<td>• I can cite several pieces of text-based evidence to support my analysis of the experience of people in South Sudan from “Time Trip: Sudan’s Civil War.”</td>
<td>• Text annotations for gist and text-based evidence</td>
</tr>
<tr>
<td>• I can annotate text to help me track important ideas in the article “Time Trip: Sudan’s Civil War.”</td>
<td>• Exit ticket</td>
</tr>
<tr>
<td>• I can make connections from the text “Time Trip: Sudan’s Civil War” to the novel A Long Walk to Water.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Agenda</th>
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<tbody>
<tr>
<td>1. Opening</td>
</tr>
<tr>
<td>A. Feedback on Gathering Evidence Exit Tickets from Lesson 5 (5 minutes)</td>
</tr>
<tr>
<td>B. Introducing Learning Targets (5 minutes)</td>
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<td>2. Work Time</td>
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<tr>
<td>A. Reading and Annotating for Gist: “Time Trip: Sudan’s Civil War” (10 minutes)</td>
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<tr>
<td>B. Rereading and Annotating for Text-based Evidence (15 minutes)</td>
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<td>3. Closing and Assessment</td>
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<tr>
<td>A. Read Chapter 4 for gist; record in Columns 1, 2, and 4 of Reader’s Notes; and circle words that seem important related to our Guiding Question.</td>
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<table>
<thead>
<tr>
<th>Teaching Notes</th>
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<tr>
<td>• This lesson is based on a short informational text. Students are further prompted to read closely in order to understand vocabulary in context.</td>
</tr>
<tr>
<td>• With this first use of informational text, students are prompted to write annotations to the text on the copy of the article itself. This practice replaces the use of Reader’s Notes, which students will continue to use for “getting the gist” of the novel, <em>A Long Walk to Water</em>. This means that the structure for “getting the gist” for informational texts will be text annotation, while the structure for “getting the gist” of chapters in <em>A Long Walk to Water</em> will continue to be the Reader’s Notes. For students who found getting the gist of the novel rather simple, they may need reinforcement with this skill now that they are tackling a much more complex text.</td>
</tr>
<tr>
<td>• To save time, post in advance (either on the board or on a chart paper) the vocabulary and text-dependent questions that students refer to during Work Time Part B.</td>
</tr>
<tr>
<td>• Because this lesson includes informational text that provides background for the historical novel, it relates directly to CCLS RL.7.9 (“I can compare and contrast a fictional and historical account of a time, place, or character.”). Note, however, that RL.7.9 is more formally introduced and rigorously addressed in Unit 2.</td>
</tr>
<tr>
<td>• Students read just one short excerpt of an article. See materials note, below.</td>
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<tr>
<td>Lesson Vocabulary</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| cite, text-based evidence, analyze, points of view, effectively, engage, detail/evidence, inference/reasoning, annotations; entrenched, grueling, dehydration (article) | • Individual feedback on students’ completed Gathering Evidence graphic organizer (from Lesson 5, including exit ticket)  
• “Time Trip: Sudan’s Civil War” section from the full article “Life and Death in Darfur: Sudan’s Refugee Crisis Continues” (one per student)  
• Document camera  
• Things Close Readers Do anchor chart (begun in Lesson 2; see additions in supporting materials)—today’s additions: annotating text, focus on key vocabulary, discuss to clarify thinking or deepen understanding  
• Document camera  
• Exit ticket (one per student) |
### Opening

#### A. Feedback on Gathering Evidence Exit Tickets from Lesson 5 (5 minutes)
- Distribute the individualized feedback from students’ exit tickets from Lesson 5 in which you have made descriptive comments on students’ progress using evidence to analyze character in *A Long Walk to Water*.
- Give students a chance to review your written descriptive feedback, and encourage them to put this feedback in their working folders in the classroom or another safe location (i.e., student binders).
- Tell all students that they should use your feedback to prepare for an upcoming Mid-Unit Assessment (Lesson 8), and invite students to review their exit ticket work if they would like more feedback from you before this graded assessment.

#### B. Introducing Learning Targets (5 minutes)
- Share the day’s learning targets:
  * “I can cite several pieces of text-based evidence to support my analysis of the experience of people in South Sudan from ‘Time Trip: Sudan’s Civil War.’”
  * “I can annotate text to help me track important ideas in the article ‘Time Trip: Sudan’s Civil War.’”
  * “I can make connections from the text ‘Time Trip: Sudan’s Civil War’ to the novel *A Long Walk to Water.*”
- Point out that the first target should be familiar to students, and ask them to describe what is different (experience of people in South Sudan and name of article).
- Tell students that today they will continue to practice gathering evidence. The text they will read is a short article called “Time Trip: Sudan’s Civil War.” This will help them understand more about Salva’s experience. Build up the excitement of reading informational text that will provide more context for what students are reading in the novel.
- Keep students with partner pairs from Lesson 4 (“B-Day” seating). Remind students that they’ll practice our Partner Talk Expectations with these new partners so that they can share ideas with different classmates.

### Meeting Students’ Needs
- Providing specific and focused feedback helps students to set concrete goals for reaching learning targets.
## A. Reading and Annotating for Gist: “Time Trip: Sudan’s Civil War” (10 minutes)

- Tell students that now they will read a short informational text to build background knowledge about Sudan’s civil war. Tell them that having this background knowledge will help them better understand the novel, its characters, and their points of view.

- Post the Things Close Readers Do anchor chart, which now includes:
  - “Get the gist of what a text is about” (from Lesson 2)
  - “Using the text to answer questions” (from Lesson 3)
  - “Reread the text” and “Gather evidence (quotes) from the text” (from Lesson 4)

- Point out the “Things Close Readers Do” anchor chart and ask students to turn to a partner and discuss the following: “What do you anticipate we will do as readers to understand this text?” Have a few pairs share their thinking and listen for students to name reading for the gist, rereading, focusing on vocabulary. Emphasize the various “Things Close Readers Do” that are currently listed on the anchor chart (see Teaching Notes).

- Cold call a few students to share key vocabulary they noticed when rereading Chapter 3. Note that as they read more about this topic, they may notice certain words showing up over and over.

- Distribute the text “Time Trip: Sudan’s Civil War.” Explain that this is the informational text they will use to make connections to the novel A Long Walk to Water. Give students a moment to briefly skim the text.

- Display the article using a document camera, and then read it aloud (first read) as students read silently in their heads.

- Give students a moment to think, then talk with their partner, about the gist of this article:
  - “What is your initial sense of what this article is mostly about?”

- Refocus students whole group. Tell students that in a moment, they will reread silently making notes along the edges of the text. Tell students that these notes are called “text annotations.” Using the document camera, model one text annotation by reading the first paragraph of the article and writing in the margin, “Civil war—fought by Muslim Arab north and non-Muslim, non-Arab south.”

- Give students five minutes to reread and annotate each paragraph for the gist. Circulate to observe students’ annotations, coaching as needed (e.g., “Based on what you read, what are a few words you could jot in the margins with your initial thinking of what this paragraph is mostly about?”). Remind them gist is a “first take.” Provide additional modeling if needed.
### Building Background Knowledge: The Lost Boys of Sudan

#### Work Time (continued)

**B. Rereading and Annotating for Text-based Evidence (15 minutes)**

- Post three key vocabulary terms and the following text-dependent questions on the board or with a document camera:
  - * entrenched, grueling, hydration *
  - How does Salva’s story relate to this article?
  - What does the word entrenched mean in this text?
  - Who are the Lost Boys?

- Read these vocabulary words and questions out loud. Tell students that it is fine if they don’t know all the answers at this point. Remind them that rereading is a “thing close readers do.” They will read and reread this article to find answers to these questions.

- Focus students on the first question,
  - “How does Salva’s story relate to this article?”

- Prompt students to reread silently and annotate the text. Reinforce the point that rereading, writing, and thinking are all ways to help deepen one’s understanding of a text. Point out to students that they will write about this question at the end of class.

- Circulate to observe how well students are annotating. Support as needed.

- Ask students to Think-Pair-Share about this question:
  - “How does Salva’s story relate to this article?”

- Remind students to cite passages from the text that support their thinking.

- Repeat this process with the other two questions:
  - What does the word *entrenched* mean in this text?
  - Who are the Lost Boys?

- Give students two minutes to Think-Pair, then cold call on three students to Share their ideas. Clarify for all: the Lost Boys are young Sudanese boys, like Salva, who had to flee home during the civil war.

- Ask students if they were able to figure out *grueling* and *dehydration* based on other information in this text, or what they already knew from the novel. Clarify terms as needed; note that “de” means not, and “hydra” means water (like fire hydrant). Therefore, *dehydration* means without water; students should have been able to figure that out from the phrase “without food or water” in the previous sentence.

### Meeting Students’ Needs

- Reviewing academic vocabulary words benefits all students developing academic language.

- Text-dependent questions can be answered only by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.

- To further support ELL vocabulary acquisition, consider providing translations of key academic or content vocabulary into students’ home language. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation.
# Building Background Knowledge: The Lost Boys of Sudan

## Closing and Assessment

**A. Revisit Learning Targets with Exit Ticket (10 minutes)**

- **Reread the learning targets**
  - “I can cite several pieces of text-based evidence to support my analysis of the experience of people in South Sudan from ‘Time Trip: Sudan’s Civil War.’”
  - “I can annotate text to help me track important ideas in the article ‘Time Trip: Sudan’s Civil War.’”
  - “I can make connections from the text ‘Time Trip: Sudan’s Civil War’ to the novel A Long Walk to Water.”
- **Direct students’ attention to the anchor chart “Things Close Readers Do.” Ask students if they experienced any new practices or strategies today that should be added to this chart. Give students a moment to turn and talk, and then invite volunteers to share. Add lines to the anchor chart (using students’ own words if possible) about the following:**
  - annotating text
  - focusing on key vocabulary
  - discussing to clarify thinking or deepen understanding
- **Exit ticket prompt (same as above):** “How does Salva’s story relate to this article? Be sure to cite evidence from the text to support your thinking.”
- Collect this exit ticket to use as a formative assessment.
- Preview the homework.

## Meeting Students’ Needs

- Adding visuals or graphics to anchor charts can help students remember or understand key ideas or directions.

## Homework

- **Read Chapter 4 of A Long Walk to Water for gist; record in Columns 1, 2, and 4 in your Reader’s Notes; and circle words that seem important related to our Guiding Question.**

**Note:** Analyze student responses in the exit ticket to determine students’ comprehension of the article and the novel as well as their progress toward the following learning target: “I can make connections from the text “Time Trip: Sudan’s Civil War” to the novel A Long Walk to Water.”

*In Lesson 8, time is allocated to preview the Unit 1 Recommended Texts list with students. If possible, have some of the books (or other books on this same topic) available for students to browse.*
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.
1. Discuss your thoughts on the following question with a partner: **“How does Salva’s story relate to this article?”** Point out to your partner which passages in the text support your thinking.

2. Independently, write a response to this question below. Cite evidence from the article “Time Trip: Sudan’s Civil War” to support your thinking.
• Get the gist of what a text is mostly about
• Use the text to answer questions
• Reread the text
• Gather evidence (quotes) from the text
• Annotate text
• Focus on key vocabulary
• Discuss to clarify thinking or deepen understanding

When text is emotionally difficult...

*insert notes from Lesson 2 student ideas here.*
Grade 7: Module 1: Unit 1: Lesson 7
Practicing Structures for Reading:
Gathering and Using Evidence to Analyze Salva’s and Nya’s Points of View (Chapter 4)
## Agenda

2. **Opening**
   - A. Introducing Learning Targets and Highlighting Key Vocabulary (5 minutes)

3. **Work Time**
   - A. Sharing Gist of Chapter 4 from Reader’s Notes (10 minutes)
   - B. Gathering Evidence from Chapter 4 (second read) (15 minutes)
   - C. Answering Text-Dependent Questions (10 minutes)

4. **Closing and Assessment**
   - A. Revisit Learning Targets (5 minutes)

5. **Homework**
   - A. Read Chapter 5 for gist and complete Columns 1, 2, and 4 in Reader’s Notes.

### Supporting 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*.

### Ongoing Assessment

- Reader’s Notes
- Gathering Evidence graphic organizer (focus on Character Development) and answers to text-dependent questions
- Exit ticket

### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)
I can analyze how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6)

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*• This lesson acts as a culmination of practices in close reading that have been building since Lesson 1. In Lessons 1 and 2, students practiced reading the novel for the gist. In Lesson 3, they answered questions that demanded attention to text details (a preview of text-dependent questions). Lessons 4 and 5 introduced the practices of rereading and gathering evidence from the text; Lesson 6 introduced annotating informational text, first for gist and then focusing on key vocabulary, and discussing to clarify thinking or deepen understanding; and now Lesson 7 adds a specific selected response question.

• In advance: Using the exit tickets from Lesson 5, determine which students, if any, continue to struggle with gathering and analyzing evidence in text. These students can be pulled into a small group for more targeted instruction during Work Time Part B of this lesson.*
Practicing Structures for Reading: Gathering and Using Evidence to Analyze Salva’s and Nya’s Points of View (Chapter 4)

Lesson Vocabulary

cite, text-based evidence, analyze, points of view, effectively, engage, detail/evidence, inference/reasoning; sorghum (20), terrain, scrub, woodland (22), stands (n), stunted, unripe, worm-rotten (23)

Materials

• A Long Walk to Water (book; one per student)
• Things Close Readers Do anchor chart (begun in Lesson 2; see additions in supporting materials)—in today’s lesson, you’ll add the practice of using the text to gather evidence for answers to text-dependent questions
• Gathering Evidence graphic organizer for Character Development (for Chapter 4; one per student)
• Text-dependent questions for Chapter 4 (one per student)
• Text-dependent questions for Chapter 4 (Sample Response for Teacher Reference)
• Document camera

Opening

A. Introducing Learning Targets and Highlighting Key Vocabulary (5 minutes)

• Share the 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.”

• Point out that these learning targets are familiar, and that students should use today’s lesson as a final practice before a graded Mid-Unit Assessment (in Lesson 8), in which they will show what they have learned related to these targets.

• Keep students with partner pairs from Lesson 4 (“B-Day” seating). Remind students that they’ll practice our Partner Talk Expectations with these partners so that they can share ideas with different classmates.

• Remind students that for homework, you also asked them to pay close attention to important words in the text. Ask volunteers to share out some of the words they noticed: either words that they did not know or words that seemed particularly important related to the guiding question.

• Chart the words students share. Circle the following words if students mentioned them; if not, add them. Tell students that later in the lesson, they will focus more on these particular words: sorghum, terrain, scrub, woodland, stands (n), stunted, unripe, worm-rotten.

Meeting Students’ Needs

• To further support ELL vocabulary acquisition, consider providing translations of key academic or content vocabulary into students’ home language. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation.

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## Work Time

### A. Sharing Gist of Chapter 4 from Reader’s Notes (10 minutes)

- Tell students that to begin class you would like them to share their homework from Chapter 4. Ask students to take out *A Long Walk to Water* and the Reader’s Notes from Chapter 4.

- Remind students that last night they were able to “Think” about the gist of Nya’s and Salva’s stories in Chapter 4, and they have written their notes with these preliminary ideas in Columns 2 and 4 of the Reader’s Notes. Ask students to turn to a partner to read to each other what each of them wrote in Columns 2 and 4 (Think-Pair…). Tell them to listen carefully to what their partner shares, because you will be calling on them to share their partner’s thoughts with the class.

- Remind students that now they’ll “Share” their ideas so that they can help each other make sense of the text. Cold call three students to share what their partner wrote for Columns 2 and 4, then prompt all students to add to Columns 3 and 5 any new ideas about what Chapter 4 was about.

- Clarify any lingering confusions about the gist of Chapter 4, to ensure all students understand basic plot lines.
  - Nya returned home, was given food, and was told by her mother that she needed to take her five-year-old sister on her second daily walk for the pond. (Probe: based on the sentence, what do you think *sorghum* is? Clarify quickly: it is a grain.)
  - Salva joined the group of walkers who were from the Dinka tribe and continued walking.
  - One member of the group, named Buksa, heard something; Salva followed him, and they found a beehive.

### Meeting Students’ Needs

- To provide further visual support, consider projecting a copy of the Gathering Evidence graphic organizers from Lesson 4. This can act as a visual aid for sharing directions in this portion of the lesson.
# B. Gathering Evidence from Chapter 4 of *A Long Walk to Water* (second read) (15 minutes)

- Distribute a new copy of the **Gathering Evidence graphic organizer II** (with text-dependent question) to each student and project it on a **document camera** (or make a chart of it on chart paper or on your board).

- Prompt students to notice that this graphic organizer is different from the one used in Lessons 4 and 5 because it includes an important question at the end for which the students must use the text. Explain that you would like students to first reread the text and take notes independently, then when you prompt them, they share their notes and discuss this question with a partner.

- Ask all students to open *A Long Walk to Water* to page 20, the beginning of Chapter 4. Ask students to reread Chapter 4 on their own, using the Gathering Evidence graphic organizer to take notes. During this time, circulate among the students to offer support and encouragement for their practice of gathering evidence and making inferences.

# C. Answering Text-Dependent Questions (10 minutes)

- Ask students to turn their attention to the **Text-dependent Questions** for Chapter 4. Prompt students to take five minutes of silent work time to respond to this question.

- Then, ask students to Think-Pair-Share their selections with a partner. Cold call on two students to share their responses with the whole class.

- Do not display the Text-dependent questions for Chapter 4 (sample response for teacher reference), but use them to guide the conversation. Clarify for students that the correct selections were that “Salva was impressed with Buksa” and that the text that indicates this feeling is, “By now Salva had caught the feeling of excitement.”

- Prompt students to describe how they selected this correct answer. Chart on the board any suggestions students develop, such as, “First, I reread the section about Buksa.” Or “I eliminated some choices in Part A that I knew were not true—Salva was never afraid of Buksa.”

- Give students specific positive feedback: examples of where you saw them using the text to determine the correct answer to these text-dependent questions.
Closing and Assessment

A. Revisit Learning Targets (5 minutes)
- Reread the 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*.”
- Direct students’ attention to the Things Close Readers Do anchor chart. Ask students if they experienced any new practices or strategies today that should be added to the list on this chart. Give students a moment to turn and talk, and then invite volunteers to share. Add lines to the anchor chart (using students’ own words if possible) about the following: using the text to gather evidence for answers to text-dependent questions.
- Tell students that there will be a graded Mid-Unit Assessment during Lesson 8. Encourage students to feel confident about this assessment. Say, “This is a chance to show that you know how to gather evidence about our characters, Nya and Salva. You’ll also be asked to answer one text-dependent question, just like you did today.” Show students that the format of the Mid-Unit Assessment is the same format as the Gathering Evidence graphic organizer with which they have been practicing.

Meeting Students’ Needs
- For the day’s Exit Ticket, students may benefit from sentence starters for the reflective portion of the prompt. Post sentence starters like “I think this example shows my abilities to cite evidence because...” or “I selected this evidence because it tells me ____ about the characters in the book.”

Homework

- Read Chapter 5 for gist and complete Columns 1, 2, and 4 in Reader’s Notes.
These two characters have many similarities and many differences. How do culture, time, and place influence the development of each character’s identity?

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<tr>
<th>Detail/Evidence</th>
<th>Page</th>
<th>Inference/Reasoning</th>
<th>Used in your writing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Salva or Nya thought, said, or did</td>
<td></td>
<td>What this shows about how culture, time, or place influenced Salva’s or Nya’s identity</td>
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</tr>
<tr>
<td>Quote (About Nya or Salva?)</td>
<td></td>
<td>Meaning (Related to culture, time, or place?)</td>
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</tbody>
</table>
### Part A: Based on the text in Chapter 4, how did Salva feel about Buksa?

1. Salva disagreed with Buksa.
2. Salva was afraid of Buksa.
3. Salva wanted to imitate Buksa.
4. Salva was impressed with Buksa.

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

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

### 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.”
4. Part B: Now THINK: How is “place” influencing Salva’s identity? Write your answer to this question here:
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.
- **X** Salva was impressed with Buksa.

1. 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.”
- **X** “By now Salva had caught the feeling of excitement.”
- “Salva frowned and shook his head.”
- “Just then Buksa stopped walking. Salva stopped, too.”

2. 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.*"
Part B: Now THINK: How is “place” influencing Salva’s identity? Write your answer to this question here:

Possible response:
Terrain is land. The land where Salva is walking is very harsh: there isn’t much to eat. The trees are changing from little bushes to bigger “woods.” There are groups of trees that aren’t growing very well. Some fruit was growing, but it wasn’t ripe. It is getting harder and harder for Salva. Later the author says that Salva had never be
• Get the gist of what a text is mostly about
• Use the text to answer questions
• Reread the text
• Gather evidence (quotes) from the text
• Annotate text
• Focus on key vocabulary
• Discuss to clarify thinking or deepen understanding
• Use the text to gather evidence for answers to text-dependent questions

When text is emotionally difficult...

*Insert notes from Lesson 2 student ideas here.*
Mid-Unit Assessment: Gathering and Using Evidence to Analyze Points of View in A Long Walk to Water (Chapter 5)
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

| I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) |
| I can analyze how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6) |

### Supporting Learning Targets

<table>
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<th>Ongoing Assessment</th>
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<tbody>
<tr>
<td>• Reader’s Notes</td>
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<tr>
<td>• Mid-Unit 1 Assessment: Gathering Evidence graphic organizer (focus on Character Development) and answers to text-dependent questions</td>
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</tbody>
</table>

- 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*. 
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<tr>
<td>2. Work Time</td>
<td></td>
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<tr>
<td>A. Back-to-Back and Face-to-Face Discussion: Questions for Nya and Salva (10 minutes)</td>
<td></td>
</tr>
<tr>
<td>B. Mid-Unit 1 Assessment: Identifying Perspective and Using Evidence from a Long Walk to Water (25 minutes)</td>
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<tr>
<td>3. Closing and Assessment</td>
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<tr>
<td>A. Introduce Independent Reading (5 minutes)</td>
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<tr>
<td>4. Homework</td>
<td></td>
</tr>
<tr>
<td>A. Begin reading your independent reading book for this unit at home.</td>
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</tbody>
</table>

- In this lesson, students complete the Gathering Evidence graphic organizer and respond to one text-dependent question independently for a graded Mid-Unit Assessment. This task calls upon students to employ the practices of close reading that they have been practicing in Lessons 1–7.
- Revise the criteria for the Mid-Unit Assessment using notes from the Opening of Lesson 4, when students shared criteria for strong and weak examples of gathering evidence.
- Review Back-to-Back and Face-to-Face protocol (used in Lesson 3; see Appendix 1).
- In advance: Prepare the Unit 1 Recommended Texts list (separate document on EngageNY) for students to look at; if possible, have some of the books available for students to browse.
### Lesson Vocabulary

| cited, text-based evidence, analyze, points of view, effectively, engage, detail/evidence, inference/reasoning; luscious (28) |

### Materials

- *A Long Walk to Water* (book; one per student)
- Mid-Unit 1 Assessment: Identifying Perspective and using Evidence from *A Long Walk to Water* (Chapter 5) (one per student)
- Mid-Unit 1 Assessment: Identifying Perspective and using Evidence from *A Long Walk to Water* (Chapter 5) (one per student) (Answers for Teacher Reference)
- Back-to-Back and Face-to-Face prompts (Chapter 5) (one for display)
- Unit 1 Recommended Texts list (separate document on EngageNY.org)

### Opening

#### A. Engaging the Reader: Sharing Gist from Reader’s Notes and Introducing Learning Targets (5 minutes)

- Prompt students to take out *A Long Walk to Water* and the Reader’s Notes with Chapter 5 homework complete.
- Remind students that last night they were able to “Think” about the gist of Nya’s and Salva’s stories in Chapter 5, and they have written their notes in Columns 2 and 4 of the Reader’s Notes. Ask students to turn to a partner to read to each other what each one of them wrote in Columns 2 and 4. Cold call three students to share what their partner wrote for Columns 2 and 4, then prompt all students to add to Columns 3 and 5 any new ideas about what Chapter 5 was about.
- Share the 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.*
  - Tell students that today they get to demonstrate their progress on these learning targets in the Mid-Unit Assessment.
  - Assure students that there are no tricks to this assessment; it really is the exact process they’ve been practicing in class through Lessons 1–7. Tell students that to get their minds ready for the assessment, they first will do an oral activity.

### Meeting Students’ Needs
### A. Back-to-Back and Face-to-Face Discussion: Questions for Nya and Salva (10 minutes)

- Post on the document projector (or have written on a chart) the Back-to-Back and Face-to-Face prompts. Before students stand up, review the instructions for the Back-to-Back and Face-to-Face protocol. Ask for one student volunteer to describe the directions to the class in his/her own words.

- Help students arrange into partnerships for this discussion activity. Then begin.

- Circulate to listen in as students share, to gauge their depth of understanding of the text. Encourage them to elaborate on their answers, with probes such as “What else might Salva say?”

- Tell students that everyone needs to remain silent until all students are done with the Mid-Unit Assessment, that this commitment is how they show respect for each other and it is non-negotiable. Write on the board, “If you finish early, you can...” and prompt students to suggest appropriate, silent activities that they can complete. This list should include “Continue reading in *A Long Walk to Water* and making notes on the Reader’s Notes about the gist of upcoming chapters.” The list could also include “Complete homework for other classes” or “Browse some of the independent reading books for this unit” or “Sit quietly.”

### Meeting Students’ Needs

- The Back-to-Back and Face-to-Face discussion activity acts as a physical and mental release for students’ focus before the Mid-Unit Assessments. Ensuring that students have opportunities to incorporate physical movement in the classroom supports their academic success. This opening activity is meant to help students synthesize their current understandings of the characters in the novel in a low-stakes structure.

- Taking time to ask for students’ ideas about other tasks they can complete while their classmates are working can greatly enhance student buy-in for setting clear expectations for students’ focused work.
### Work Time (continued)

<table>
<thead>
<tr>
<th>Meeting Students' Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Mid-Unit 1 Assessment: Identifying Perspective and Using Evidence from A Long Walk to Water (25 minutes)</strong></td>
</tr>
<tr>
<td>- Prompt students to take out their text, <em>A Long Walk to Water</em>. Distribute a copy of the <strong>Mid-Unit 1 Assessment: Identifying Perspective and using Evidence from A Long Walk to Water (Chapter 5)</strong> to each student. Tell students to remain silent until all classmates are finished with their work, and prompt students to begin.</td>
</tr>
<tr>
<td>- As students complete their Mid-Unit 1 Assessment, encourage them to stay seated and complete one of the tasks listed on the board (“If you finish early, you can...”).</td>
</tr>
<tr>
<td>- Collect students’ assessments.</td>
</tr>
<tr>
<td>- The Mid-Unit 1 Assessment provides strong evidence for students’ practice of gathering evidence from text and making sense of that evidence, necessary scaffolds for reading a complex text and for writing. In Lessons 9 through 13, students will be practicing this same skill of gathering evidence, though they’ll be working with more complex informational text and adding steps to support writing. This work will culminate in an End of Unit 1 Assessment in Lesson 14. Therefore, strive to return the Mid-Unit 1 assessment to students by Lessons 10 or 11 so that they have time to receive feedback on this work and prepare for the next assessment of similar skills.</td>
</tr>
<tr>
<td>- For this assessment, provide appropriate accommodations (i.e., extra time) for ELLs and students with special needs.</td>
</tr>
</tbody>
</table>
## Closing and Assessment

### A. Introduce Independent Reading (5 minutes)

- Once all students have completed the Mid-Unit Assessment, tell students that each unit in this module is accompanied by an extensive list of **Recommended Texts** at a variety of reading levels. They can use the classroom, school, or local library to obtain book(s) about the topics under study at their independent reading level. Build up the excitement about these additional texts—this is a way students can really learn a lot about the topic they are studying, which will help them engage more in the novel, and will also help them become even better readers.

- Tell students that these books can be used in a variety of ways—as independent and partner reading in the classroom whenever time allows, as read-alouds by the teacher to entice students into new books, and as an ongoing homework expectation. During this unit, let students know that you expect them to read at home from a related book at their independent reading level. In addition, students may be assigned additional work, such as rereading complex text or completing a writing task.

- Share the recommended texts for this unit with students, and prompt all students to select one text to take home for independent reading.
<table>
<thead>
<tr>
<th>Homework</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Begin reading your independent reading book for this unit at home.</td>
<td>• Students who cannot yet read independently at any level will benefit from hearing books read to them, either by a caregiver or through audio recordings. Hearing books/texts can be an ongoing assignment for these students.</td>
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<td></td>
<td>• In addition, <a href="http://www.novelnewyork.org">www.novelnewyork.org</a> has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this site can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.</td>
</tr>
</tbody>
</table>
Title of text: *A Long Walk to Water*, Chapter 5

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

<table>
<thead>
<tr>
<th>Detail/Evidence What Salva or Nya thought, said, or did</th>
<th>Page</th>
<th>Inference/Reasoning What this shows about how culture, time, or place influenced Salva’s or Nya’s identity</th>
<th>Used in your writing?</th>
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<tbody>
<tr>
<td>Quote (About Nya or Salva?)</td>
<td></td>
<td>Meaning (Related to culture, time, or place?)</td>
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</table>
# Mid-Unit 1 Assessment: Identifying Perspective and Using Evidence from *A Long Walk to Water* (Chapter 5)

1. Part A: Based on the text in Chapter 5, how did Salva know that Marial was not from his village?

   - Marial said he was from Ethiopia.
   - Marial ate different food than Salva.
   - Marial spoke differently from Salva.
   - Marial was looking for his family.

2. Part B: Which sentence from the chapter indicates that Marial is not from Salva’s village?

   - “He had managed to save one last piece of honeycomb and had wrapped it carefully in a leaf.”
   - “After a moment’s silence, he turned away and began searching the crowd again.”
   - “The boy spoke Dinka but with a different accent.”
   - “East of Sudan is Ethiopia.”
Now that we’ve read Chapters 1 through 5 in the text, what is one image that stays in your mind about how time, culture, or place has influenced Nya?

What is one image that stays in your mind about how time, culture, or place has influenced Salva?

Salva’s character is developing as the story progresses. What is one thing about Salva’s character that you think is changing?

If you could ask Nya one question about her life, what would you ask her? Why?

If you could ask Salva one question about his life, what would you ask him? Why?
Note to teachers: Many different quotes from this chapter relate to the Guiding Question. The focus of this assessment is on students’ ability to select evidence and explain their inferences. Six possible responses (three for each character) are listed below as models.

**Title of text: A Long Walk to Water, Chapter 5**

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

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<td>Quote (About Nya or Salva?)</td>
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<tr>
<td>Nya: “There was a big lake three days’ walk from Nya’s village. Every year when the rains stopped and the pond near the village dried up, Nya’s family moved from their home to a camp near the big lake.” (p. 26)</td>
<td>Meaning (Related to culture, time, or place?)</td>
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<td></td>
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<tr>
<td>Quote (About Nya or Salva?)</td>
<td>Nya is scared to live at the lake. It is dangerous because the two tribes fight about who gets to be on the land. Being Nuer is a part of Nya’s culture. And because she is Nuer, she is in danger at the lake.</td>
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<tr>
<td>Nya: “Her tribe, the Nuer, often fought with the rival Dinka tribe over the land surrounding the lake. Men and boys were hurt and even killed when the two groups clashed.” (p. 26)</td>
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<tr>
<td>Quote (About Nya or Salva?)</td>
<td>Nya spends a lot of her life walking to get water and waiting for water. When she is at the camp, she spends most of the day waiting. This is another part of where she lives that affects her: she has to learn to be very, very patient.</td>
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Title of text: *A Long Walk to Water*, Chapter 5

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

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<td>Quote (About Nya or Salva?)</td>
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<tr>
<td>Salva: “Salva’s eye was swollen shut.” (p. 27)</td>
<td></td>
<td>Meaning (Related to culture, time, or place?)</td>
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</tr>
<tr>
<td>“It was worth it, Salva thought as he touched his eye gingerly.” (p. 28)</td>
<td></td>
<td>Salva is away from his family, walking across Sudan. He is tired and hungry and so grateful to get to eat the honey from the bees. When he was at home, he had lots to eat, including milk. But I think that being on his journey has made him appreciate the little things: he doesn’t even care that his eye is swollen shut.”</td>
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</tbody>
</table>
### Mid-Unit 1 Assessment: Identifying Perspective and Using Evidence from *A Long Walk to Water* (Chapter 5)
(Answers for Teacher Reference)

<table>
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<tr>
<td>Quote (About Nya or Salva?)</td>
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</tr>
</tbody>
</table>
| [Salva meets Marial, another Dinka boy.]
   “Your family?” he asked.
   Salva shook his head.
   “Me, too,” the boy said. He sighed, and Salva heard that sigh all the way to his heart. (p. 29) | | **Meaning (Related to culture, time, or place?)**
   Salva is really missing his family. The war has separated him from his family. He keeps searching for them in the big groups he is in. When the boy sighs, it’s like he is missing his family too. I think Salva can really relate to how the boy is feeling: they are both lonely. | |
| Quote (About Nya or Salva?) | | | |
| **Salva:**
  “The boy spoke Dinka but with a different accent.” (p. 29) | | **Meaning (Related to culture, time, or place?)**
   Salva feels connected to Marial right away because they are from the same tribe. Being Dinka is really important to Salva, and he trusts other people who belong to the same tribe. On the next page it says that Salva was glad to make a friend. I think he made friends with Marial so quickly because he was Dinka, and that meant they had a lot in common. | |
## Mid-Unit 1 Assessment: Identifying Perspective and Using Evidence from *A Long Walk to Water* (Chapter 5)

### 1. Part A: Based on the text in Chapter 5, how did Salva know that Marial was not from his village?

- Marial said he was from Ethiopia.
- Marial ate different food than Salva.
- **X** Marial spoke differently from Salva.
- Marial was looking for his family.

### 2. Part B: Which sentence from the chapter indicates that Marial is not from Salva’s village?

- “He had managed to save one last piece of honeycomb and had wrapped it carefully in a leaf.”
- “After a moment’s silence, he turned away and began searching the crowd again.”
- **X** “The boy spoke Dinka but with a different accent.”
- “East of Sudan is Ethiopia.”
Grade 7: Module 1: Unit 1: Lesson 9
Inferring about Character: World Café to Analyze and Discuss Points of View (Chapters 1–5)
Inferring about Character: World Café to Analyze and Discuss Points of View (Chapters 1–5)

**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

| I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) |
| I can analyze how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6) |
| I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) |
| I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) |

**Supporting Learning Targets**

- I can analyze how Linda Sue Park develops and contrasts the points of view of Nya and Salva.
- I can effectively engage in discussions with my classmates about our reading.
- I can select ideas from my notes to support my analysis of the characters Nya and Salva.

**Ongoing Assessment**

- Written Self-Reflection
- World Café charts
- Pre-writing Ideas

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### Agenda

1. Opening
   - A. Written Self-reflection (5 minutes)
   - B. Introducing Learning Targets and Gathering Notes (5 minutes)
2. Work Time
   - A. World Café Discussion Protocol (20 minutes)
   - B. Planning for Writing: Selecting Ideas (10 minutes)
3. Closing and Assessment
   - A. Revisit Learning Targets (5 minutes)
4. Homework
   - A. Continue reading your independent reading book for this unit at home.

### Teaching Notes

- In this lesson, students do not read a new chapter. Instead, they synthesize their learning from Chapters 1–5, focusing on their current understanding of Nya and Salva. This prepares them for a shift in focus to informational text in Lessons 10–14. Students know that Salva is from the Dinka tribe and Nya is from the Nuer tribe and that these two tribes have a history of violence in the midst of the Sudanese Civil War. Lesson 9 thus helps create a “need to know” the content knowledge they will encounter through informational texts in Lessons 10–14.

- Students are not introduced to new vocabulary. Consider posting a list of all words from Lesson Vocabulary for Lessons 1–7 where students can view it (e.g. on an Interactive Word Wall). Reinforce students’ use of key vocabulary, particularly as it relates to the guiding question.

- Students synthesize their discussions from the World Café with a prompt to generate ideas for the pre-writing process. In Lessons 10–13, students will continue to practice writing, adding a layer of writing with evidence. In Lesson 14, they write a more extended response during their End of Unit assessment. This will launch students into more focused writing instruction in Unit 2.

- Review World Café protocol (Appendix 1; also embedded in the body of work time).

- The World Café protocol is an excellent way to mix student groups and set an expectation that all students in class are collaborating with all other students. Be prepared to try this protocol a few times before students get used to it. Students will use the World Café protocol again in Units 2 and 3, so if needed, shave time off the lesson opening or closing and take more time to be sure the routine is clear.
### Inferring about Character: World Café to Analyze and Discuss Points of View (Chapters 1–5)

**Lesson Vocabulary**
- cite, text-based evidence, analyze, points of view, effectively, engage (no new vocabulary from the text, but encourage students to use key vocabulary from previous lessons in their discussions)

<table>
<thead>
<tr>
<th>Lesson Vocabulary</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>cite, text-based evidence, analyze, points of view, effectively, engage</td>
<td>• <em>A Long Walk to Water</em> (book; one per student)</td>
</tr>
<tr>
<td></td>
<td>• Self-Reflection on Learning Targets (one per student and one to display)</td>
</tr>
<tr>
<td></td>
<td>• Reader’s Notes (students’ copies from Chapters 1–5)</td>
</tr>
<tr>
<td></td>
<td>• Gathering Evidence graphic organizers (students’ copies for Chapters 1–4)</td>
</tr>
<tr>
<td></td>
<td>• Document camera</td>
</tr>
<tr>
<td></td>
<td>• World Café materials/setup:</td>
</tr>
<tr>
<td></td>
<td>1. World Café protocol directions (one for document projector or charted on board)</td>
</tr>
<tr>
<td></td>
<td>2. Classroom divided into three sections, with each having enough room for one-third of the class to sit at tables in small groups of three (triads).</td>
</tr>
<tr>
<td></td>
<td>3. Table card prompts (with tables in each section having the same question and each section having a different question).</td>
</tr>
<tr>
<td></td>
<td>4. One recording chart for each triad (chart paper with two column headings—one column for “Nya” and another for “Salva”)</td>
</tr>
<tr>
<td></td>
<td>5. A marker for each triad.</td>
</tr>
<tr>
<td></td>
<td>• Pre-Writing Ideas (one per student)</td>
</tr>
</tbody>
</table>
### Opening

**A. Written Self-reflection (5 minutes)**

- Congratulate students on their focused work in Lesson 8 in the completion of the Mid-Unit Assessment. Share with students a realistic and respectful timeline in which they can expect that their graded work will be returned to them, and clarify any class-based or school-wide revision policies to help them achieve success.

- Read aloud the first learning target, “I can cite several pieces of text-based evidence to support my analysis of Nya’s and Salva’s character.” Remind students that this learning target was a big part of their Mid-Unit Assessment.

- Display and distribute the Self-Reflection on Learning Targets. Ask students to take out a piece of neat, blank, lined paper. Prompt students to silently write a self-reflection about this learning target. Write on the board,
  
  * “How are you making progress with this learning target? What’s one aspect of the learning target that you think you are completing successfully? Why? What are you doing well?”

  * “What’s one aspect of the learning target that is more challenging to you? Why? What makes it more challenging?”

- Collect students’ self-reflections.

### Meeting Students’ Needs

- Provide sentence starters for the self-reflection as needed (sample provided in Materials at the end of this lesson)

- Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners most.

- The written self-reflections give the teacher a chance to compare evidence of students’ progress from the Mid-Unit Assessment and students’ sense of progress. These self-reflection documents are great tools to prompt discussions if there is a discrepancy between the evidence and assessment, and can be kept in student portfolios of work for end-of-year reflection writings or conferences.
## Opening (continued)

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
</table>

### B. Introducing Learning Targets and Gathering Notes (5 minutes)

- Share the remaining learning targets:
  - “I can analyze how Linda Sue Park develops and contrasts the points of view of Nya and Salva.”
  - “I can effectively engage in discussions with my classmates about our reading.”
  - “I can select ideas from my notes to support my analysis of the characters Nya and Salva.”
- Read aloud to remind students about the Guiding Question, “How do culture, time, and place influence the development of identity?”
- Tell students that today, they will synthesize their current understanding of the characters Nya and Salva, and begin to organize our ideas for some upcoming writing. Ask students for a quick thumbs up if they understand the targets. Clarify as needed.
- Give students several minutes to gather and read over their notes from the Gathering Evidence graphic organizers they have completed for Chapters 1–4.
- Encourage them to use the vocabulary they have been learning during their discussion.
Inferring about Character: World Café to Analyze and Discuss Points of View (Chapters 1–5)

### Work Time
#### A. World Café Discussion Protocol (20 minutes)
- Ask students to take out their text, *A Long Walk to Water*, as well as their Reader’s Notes for Chapters 1 through 5 and Gathering Evidence graphic organizers for Chapters 1 through 4.
- Arrange students into triads, with each triad sitting at a table with materials for the World Café: recording chart, a marker, and one table card prompt (see Materials at the end of this lesson).
- Display the World Café protocol directions on the document camera or on a chart. Briefly review the protocol directions.
- Assure students that you will guide them through the process in today’s lesson, and that they will practice a World Café in the future. Encourage students to enjoy the protocol today, as it will help them all participate and mix groups. Reassure students that the protocol will feel fast-paced at first, because it’s designed to give every student a chance to think for a little bit about each question. Caution students that you will interrupt their conversations, but they’ll have a chance to keep working with their ideas at the end of the activity.
- Tell students a simple signal you will use to indicate when each round is done (e.g., raising hands, clapping).

#### Round I:
- Ask each triad to choose a student to be the “Recorder” for the first round. The Recorder will write down ideas from the group’s conversation on the recording chart at the table. Ask all groups to have their Recorder raise his or her hand.
- Remind students to use their Reader’s Notes, Gathering Evidence graphic organizers, and the novel to support their discussions.
- Focus students on the question on their table card prompts. Ask them to read the question aloud and then discuss that question. Ask the Recorder to take notes on the table’s recording chart in the appropriate column or columns (one column labeled “Nya” and one column labeled “Salva”). Remind Recorders to make their letters about 1 inch in height so that their writing will be visible when posted at the end of the activity.
- After 3 minutes, use the signal to get students’ attention. Explain the transition that they will do momentarily:

### Meeting Students’ Needs
- The World Café protocol can be difficult to explain through written instructions and visual cues. Students benefit from guided prompts along the way, in particular providing kinesthetic cues to orient them to the steps of the World Café.
- This discussion protocol intentionally moves at a fast pace. This is because students will be rotating through a series of three questions, so classmates are often just reiterating the ideas that others have recorded in a previous round.
- Because students will be interrupted in the midst of the World Café protocol, it’s important to remind students of an agreed-upon signal that the teacher will use to respectfully get their attention. If such a signal is not already in use in the classroom, consider using a combination of a visual and auditory signal, like a chime and hand-raising.
Work Time (continued)

1. The Recorders will stay seated at the table where they have been working.
2. The other pair of students in each triad will stand and rotate together to the table in the next section with different table card prompts (i.e., the two people standing at a table about Nya’s identity move to a table about Salva’s identity; or the two people standing at the table about Salva’s identity move to a table about both characters’ identities).
   - Signal students to transition quickly and quietly.
   • Remind students to read just one section at a time, capturing the gist of each section before moving on.
   • Tell students that their text will look a little different from the book. This is because they will be reading excerpts of the story. Define the word excerpts as parts of the text.
   • Allow students 15 minutes to work with the text on their own. As they work, circulate and support students as needed.
   • After 15 minutes, ask students to fill in the top box, which asks for their ideas about the lesson of the story, on their Close Read recording form. Once they have done this, tell students they will now have 10 minutes to discuss, in small groups or partnerships, the reading work they have done so far.

• Round II:
  - Give specific positive praise for students who transitioned smoothly (this is important to help students begin to learn the protocol).
  - Be sure that the Round I Recorder has remained at his/her original table. Tell the class the following three steps, then prompt them to begin:
    1. The Round I Recorder summarizes the conversation that happened at that table during Round I.
    2. Choose a new Round II Recorder from the new students at the table.
    3. The new group reads the question on their table card prompt, then begins a discussion about that question.
  - Remind students to use their Reader’s Notes, Gathering Evidence graphic organizers, and the novel to support their discussions. Prompt the Round II Recorder to take notes on the table’s recording chart in the appropriate column or columns (one column labeled “Nya” and one column labeled “Salva”). Remind Recorders to make their letters about 1 inch in height so that their writing will be visible when posted at the end of the activity.
  - After 3 minutes, use the signal to get students’ attention. Remind them of the transition:
    1. Round II Recorders will stay seated at the table where they have been working.

Meeting Students’ Needs

• Because the students are working with three different table prompts in this World Café, and the students acting as Recorders in the first round of the World Café protocol will remain seated for the transition to the second round, it is necessary to hold four rounds of the World Café. This ensures that all students have had time to discuss all three posted table card prompts. Often, students will increase efficiency in their discussions as the World Café progresses. This is a great time to circulate and prompt students to look at specific areas in their notes or the text to add to their discussion.
• Be sure to keep the final World Café charts from each group, as they will be used in the final Performance Task for the module.
### Work Time (continued)

<table>
<thead>
<tr>
<th></th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The other pair of students in each triad will stand and rotate together to the table in the next section with different table card prompts.</td>
<td></td>
</tr>
<tr>
<td>• Signal the transition to Round III.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Round III</strong></td>
<td></td>
</tr>
<tr>
<td>– Repeat the process from Round II.</td>
<td></td>
</tr>
<tr>
<td>– Be sure that the Round II Recorder has remained at his/her Round II table. Review the three steps, then prompt them to begin:</td>
<td></td>
</tr>
<tr>
<td>1. The Round II Recorder summarizes the conversation that happened at that table during Round I.</td>
<td></td>
</tr>
<tr>
<td>2. Choose a new Round III Recorder from the new students at the table.</td>
<td></td>
</tr>
<tr>
<td>3. The new group reads the question on their table card prompt, then begins a discussion about that question.</td>
<td></td>
</tr>
<tr>
<td>• Remind them to use their Reader’s Notes, Gathering Evidence graphic organizers, and the novel to support their discussions. Prompt the new Recorder to take notes on the table’s recording chart in the appropriate column or columns (one column labeled “Nya” and one column labeled “Salva”). Remind Recorders to make their letters about 1 inch in height so that their writing will be visible when posted at the end of the activity.</td>
<td></td>
</tr>
<tr>
<td>– After 3 minutes, use the signal to get students’ attention. Remind them of the transition:</td>
<td></td>
</tr>
<tr>
<td>1. Round III Recorders will stay seated at the table where they have been working.</td>
<td></td>
</tr>
<tr>
<td>2. The other pair of students in each triad will stand and rotate together to the table in the next section with different table card prompts.</td>
<td></td>
</tr>
<tr>
<td>• After 3 minutes, use the signal to get students’ attention. At this point students should have discussed each of the questions on the table card prompts. Thank students for their participation and collaboration during their first World Café. Tell students that they will have a chance to use a World Café again to practice the different steps.</td>
<td></td>
</tr>
<tr>
<td>• Ask all Round II Recorders to bring their recording charts to the front of the room and post them so that they are visible to all students.</td>
<td></td>
</tr>
</tbody>
</table>
Work Time (continued)

<table>
<thead>
<tr>
<th>B. Planning for Writing: Selecting Ideas (10 minutes)</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
</table>
| • Encourage students to consider how much they’ve learned about these two characters from South Sudan, Nya and Salva, and remind the students that they have a large amount of knowledge to now share with others. Tell students that selecting their ideas is a critical aspect of the writing process.  
  • Distribute the Pre-writing Ideas graphic organizer to each student.  
  • Focus students on the top part of the graphic organizer, and model briefly what they might write under the headings for both Nya and Salva. Share with students the following ideas as examples (use shorthand to write these examples): “Because Nya’s story happens in 2008, she is not fleeing from a war but is able to stay home and help her family find water every day.” AND “Salva is unsure every time he meets new people, because he is Dinka, and the Dinka are at war with the Nuer and in a Civil War with the government.” Point out to students that the first example connects with what they know about time influencing Nya’s identity, and the second example connects with what they know about culture influencing Salva’s identity.  
  • Prompt students to work silently for a few minutes to write a few ideas about what they’ve learned about Nya’s and Salva’s character—specifically how culture, time, or place have influenced the character. Continue to reinforce with students the link to this Guiding Question.  
  • Encourage students to refer to the posted charts from the World Café to give them ideas for their writing.  
  • Cold call on three students to share their initial ideas, and offer encouragement to their responses.  
  • Collect these pre-writing ideas to review for feedback to each student. Be sure to keep these pre-writing ideas for students’ use in Unit 2 and Unit 3 of this module. | • For students who need additional support, consider allowing them to discuss their ideas out loud with a partner before recording on their graphic organizer.  
• Be sure to keep individual students’ pre-writing ideas from the end of this lesson for them to refer back to during Units 2 and 3. |
### Grade 7: Module 1: Unit 1: Lesson 9

**Inferring about Character: World Café to Analyze and Discuss Points of View**  
(Chapters 1–5)

#### Closing and Assessment

<table>
<thead>
<tr>
<th><strong>A. Revisit Learning Targets (5 minutes)</strong></th>
<th><strong>Meeting Students’ Needs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tell students that they have accomplished a lot in the past few days. Reread the learning targets:</td>
<td></td>
</tr>
<tr>
<td>* “I can cite several pieces of text-based evidence to support my analysis of Nya’s and Salva’s character.”</td>
<td></td>
</tr>
<tr>
<td>* “I can analyze how Linda Sue Park develops and contrasts the points of view of Nya and Salva.”</td>
<td></td>
</tr>
<tr>
<td>* “I can effectively engage in discussions with my classmates about our reading.”</td>
<td></td>
</tr>
<tr>
<td>* “I can select ideas from my notes to support my analysis of the characters Nya and Salva.”</td>
<td></td>
</tr>
<tr>
<td>• Tell students that they will continue to practice with a learning target similar to “I can select ideas from my notes to support my analysis of the characters Nya and Salva” in Lesson 10.</td>
<td></td>
</tr>
</tbody>
</table>

#### Homework

<table>
<thead>
<tr>
<th><strong>Homework</strong></th>
<th><strong>Meeting Students’ Needs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continue reading your independent reading book for this unit at home.</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Be sure to keep the final World Café charts from each group, as they will be used in the final Performance Task for the module. Also be sure to keep individual students’ pre-writing ideas from the end of this lesson for them to refer back to during Units 2 and 3.*
## 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.*”

<table>
<thead>
<tr>
<th>1a. What is one aspect of the learning target that you think you are completing successfully?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am successful with this learning target because I can...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1b. Why? What are you doing well?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do well with this part of the learning target when I...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2a. What is one aspect of the learning target that is more challenging to you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>One part of the learning target that is more challenging is...</td>
</tr>
</tbody>
</table>
2b. Why? What makes it more challenging?

This part is more challenging because...
How do culture, time, and place influence Nya’s character in ways that are different from Salva?

How do culture, time, and place influence Nya’s character in ways that are different from Salva?
How do culture, time, and place influence Salva’s character in ways that are different from Nya?

How do culture, time, and place influence Salva’s character in ways that are different from Nya?
How do culture, time, and place influence both Nya and Salva in similar ways?
### Pre-Writing Ideas

<table>
<thead>
<tr>
<th>My Pre-writing Ideas about Nya’s Identity/Point of View (in terms of culture, time, and place)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

### Pre-Writing Ideas

<table>
<thead>
<tr>
<th>My Pre-writing Ideas about Salva’s Identity/Point of View (in terms of culture, time, and place)</th>
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</thead>
<tbody>
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</table>
Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s ("Sudanese Tribes Confront Modern War" Excerpt 1) (Version 1)
### Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s (“Sudanese Tribes Confront Modern War” Excerpt 1)

#### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

<table>
<thead>
<tr>
<th>Target</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>I can determine the central ideas of an informational text. (RI.7.2) I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</td>
</tr>
</tbody>
</table>

#### Supporting 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.

#### Ongoing Assessment

- Text annotations for gist
- Gathering Evidence graphic organizer (focus on Perspectives)
- Exit ticket
## Agenda

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Opening</td>
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</tr>
<tr>
<td></td>
<td>A. Introducing Learning Targets and Bridging to Informational Text (10 minutes)</td>
</tr>
<tr>
<td>2. Work Time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Read-aloud of Excerpt 1 of “Sudanese Tribes Confront Modern War”: Vocabulary to Support Understanding (10 minutes)</td>
</tr>
<tr>
<td></td>
<td>B. Rereading for Gist: Excerpt 1 (20 minutes)</td>
</tr>
<tr>
<td>3. Closing and Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Homework Preparation (5 minutes)</td>
</tr>
<tr>
<td>4. Homework</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Reread Excerpt 1 of “Sudanese Tribes Confront Modern War” and complete the Gathering Evidence graphic organizer for Excerpt 1 only</td>
</tr>
</tbody>
</table>

## Teaching Notes

- This lesson uses many practices and structures similar to those used in Lessons 4 through 8, though the focus in Lessons 10 through 14 is gathering evidence from informational text.
- This lesson is students’ first experience in the unit with complex informational texts. The excerpts in Lessons 10 and 11 are from an article from the *Washington Post*. Students read each excerpt twice in class, again for homework, and then briefly return to it at the start of the following lesson. The text is formatted to include text-dependent questions that help focus students on key passages. It is fine if students do not finish all the questions for Excerpt 1 in class, since they continue to work with the text for homework. Students also will return to these articles during Unit 3.
- Students work with a partner to annotate this text, one paragraph at a time. This partner talk will help them orally process the text and also see a peer’s example of jotting gist statements. During Work Time B, continue to remind students that getting the gist is just a very preliminary sense of what a text or section of text is mostly about; it’s particularly useful when the text is particularly complex. It’s fine if their first thinking is tentative, fuzzy, or even wrong. Use “getting the gist” as a low-stakes way to build students’ willingness to grapple with complex text.
- Note that Excerpt 1 (for Lesson 10) is about the period before 1983, and thus connects more to Salva’s story. Excerpt 2 (in Lesson 11) is about the period beginning in August 1991, and thus connects more to Nya’s story.
- Because this lesson marks a shift to informational text, it does relate to standard RL.7.9 (“I can compare and contrast a fictional and historical account of a time, place, or character.”). Note, however, that RL.7.9 is more formally introduced and more rigorously addressed in Unit 2. Here in Unit 1, the goal is to give students basic background knowledge that is important for them to understand the characters’ points of view.
- In Lessons 1 through 3, students worked with one partner in an “A-Day” seating arrangement. In Lessons 4 through 7, students work in new partnerships in a “B-Day” seating assignment. Starting in here in Lesson 10, students return to their “A-Day” seating assignments to re-engage with their original class partnerships.
GRADE 7: MODULE 1: UNIT 1: LESSON 10

Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s ("Sudanese Tribes Confront Modern War" Excerpt 1)

Lesson Vocabulary

cite, text-based evidence, analysis, perspectives, detail/evidence, inference/reasoning, excerpt, context; temporal (1), mystical (1), plane (1), raiding (1), hoary (1), intruders (1), imposed (1), adhere (1)

Materials

- Things Close Readers Do anchor chart (begun in Lesson 2; see additions in supporting materials)
- "Sudanese Tribes Confront Modern War" (excerpts only; one per student)
- Gathering Evidence graphic organizer for Excerpt 1 (focus on perspectives) (one per student and one to display)
- Document camera
- *A Long Walk to Water* (book; one per student)

Opening

A. Introducing Learning Targets and Bridging to Informational Text (10 minutes)

- Share learning targets out loud.
  * "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."
- Remind students that *A Long Walk to Water* is based on a true story, and the text they’ll read during the next few lessons will tell us more about that true story. Tell students that as they have been reading Chapters 1–5 in the novel, they have been learning about Southern Sudan in the 1980s and 2008. Over the next few days, they will have a chance to build more background knowledge about that time and place. Remind students of the Guiding Question: “How do culture, time, and place influence the development of identity?” They will continue to think about this question throughout the module.
- Direct students’ attention to the “Things Close Readers Do” anchor chart. Remind students that the bottom section of this chart includes strategies for “When text is emotionally difficult…” Caution students that the text they will read today includes some accounts of graphic violence, and each student should be sure to be respectful of him/herself and others while they take on a difficult subject.
- Return students to partner pairs from Lessons 1 through 3 (“A-Day” seating). Remind students that they’ll practice our Partner Talk Expectations with these original partners so that they can share ideas with different classmates.
- Ask students to turn to page 33 (the start of Chapter 6) in *A Long Walk to Water*. Invite them to listen as you read aloud, JUST Nya’s story (ending with “Or was it now their turn to lose someone?”).
- Invite students to turn and talk:

Meeting Students’ Needs

- Students practice these same three learning targets in Lessons 10, 11, and 12.
### Opening (continued)

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is Nya scared of the Dinka? And why is Salva scared of the Nuer?</td>
</tr>
<tr>
<td>Cold call a few students to share out what their partner said.</td>
</tr>
<tr>
<td>Tell students that for the next three days, they will read some challenging informational text that will help them more fully understand Nya’s and Salva’s points of view.</td>
</tr>
</tbody>
</table>

### Work Time

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Read-aloud of Excerpt 1 of “Sudanese Tribes Confront Modern War”: Vocabulary to Support Understanding (10 minutes)</td>
</tr>
<tr>
<td>Distribute Excerpts from “Sudanese Tribes Confront Modern War.” Prompt students to skim the article and make note of the words in bold.</td>
</tr>
<tr>
<td>Tell students that they are just seeing part of a longer article. Tell them that they will read two specific excerpts, or smaller sections. Point out to students that this is a very challenging text from the Washington Post: a highly respected newspaper written for adults. They will see lots of words they may not know, which is fine.</td>
</tr>
<tr>
<td>For this lesson, they will focus just on Excerpt 1. (Ask students to draw a line above where it says “Excerpt 2”).</td>
</tr>
<tr>
<td>Ask students to look again at the first three paragraphs only (Excerpt 1). Point out the words in bold. Also note that some words are defined in [ ] marks.</td>
</tr>
<tr>
<td>Ask students to turn and talk about strategies they know to use for figuring out challenging words in context—based on the words around the word, or based on other information in the text or other texts. Invite a few students to share out, being sure to mention thinking about the words within the sentence, or “reading on” to the next sentence.</td>
</tr>
<tr>
<td>Tell students that you will now read Excerpt 1 aloud as they read in their heads.</td>
</tr>
<tr>
<td>Encourage them to focus on the vocabulary in bold, and to continue practicing using context clues to figure out what these words mean.</td>
</tr>
<tr>
<td>As time permits, give students time to discuss in pairs which words they figured out. Remind them that they will keep working with Excerpt 1 in class, so it is fine if they still do not understand everything.</td>
</tr>
<tr>
<td>Because of the complexity of this text, it will be important to monitor students’ understanding of the text throughout the lesson. Use this focus on vocabulary to determine the appropriate amount of modeling and guided practice for Part B of Work Time.</td>
</tr>
</tbody>
</table>
## Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s (“Sudanese Tribes Confront Modern War” Excerpt 1)

### Work Time (continued)

- Circulate to listen in and gauge which students know how to use context clues effectively and which students may need more support. Probe first, but model as needed (e.g., “I’m not sure what mystical means, but it sounds sort of like mystery. So maybe it has something to do with something unknown?”)
- Refocus students whole group. Tell them that they’ll continue reading Excerpt 1 in class and in homework, so it is fine if they still do not understand everything. Invite volunteers to share out what words they figured out, and how. Clarify definitions as needed (*raiding*: stealing; *intruders*: people who invade someone else’s space), but note that most of the bolded words will be defined in brackets or addressed later in this lesson with the text-dependent questions in the margin of the text.

### Meeting Students’ Needs

- Note that this portion of the lesson contains significant scaffolding. While students have been practicing various strategies for reading closely in the first half of this unit, this informational text is significantly more complex than the novel they have been reading. This additional support may or may not be necessary for your students. Monitor their ability to read for gist and answer text-dependent questions during this portion of the lesson and determine whether more or less modeling will be needed. Continue to encourage students to take a stab at getting the gist, regardless of whether they are confused or off track. This will help them realize that they can latch on to at least some meaning from even a very hard text.

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<table>
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<tr>
<th>Work Time (continued)</th>
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<tr>
<td>• Circulate to listen in and gauge which students know how to use context clues effectively and which students may need more support. Probe first, but model as needed (e.g., “I’m not sure what mystical means, but it sounds sort of like mystery. So maybe it has something to do with something unknown?”)</td>
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<tr>
<td>• Refocus students whole group. Tell them that they’ll continue reading Excerpt 1 in class and in homework, so it is fine if they still do not understand everything. Invite volunteers to share out what words they figured out, and how. Clarify definitions as needed (<em>raiding</em>: stealing; <em>intruders</em>: people who invade someone else’s space), but note that most of the bolded words will be defined in brackets or addressed later in this lesson with the text-dependent questions in the margin of the text.</td>
<td></td>
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</tbody>
</table>

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### B. Rereading for Gist: Excerpt 1 (20 minutes)

- Tell students that you will again read Excerpt 1 aloud, one paragraph at a time. Remind them to read along silently in their heads. Remind them of the annotating they did with the last article they read (Lesson 6).
- Read the first paragraph, then stop. Give students time to think, reread, talk with a partner, and annotate the paragraph for the gist.
- Focus students whole group. Cold call a student to share the gist for paragraph 1. Listen for students to say something like “The Dinka and Nuer are a lot alike.” Continue to remind students it’s fine if they don’t understand much yet; this text was written to be read by educated adults in a nationally respected newspaper. “Gettig the gist”
- Probe, asking question A (in the box alongside paragraph 1).
  * “What does the word ‘both’ refer to? Why does the author use the word ‘both’ four times?”
- Invite students to Think-Pair-Share. Listen for students to recognize that the word “both” signals to a reader that this part of the article is about how the two tribes are the same.
- Repeat with question B. If students cannot define the words temporal and mystical, provide the following explanation: “Temporal means having to do with the time we live in, with the real world. It comes from the root “temp,” which means time. Like the word temporary, which means for a short period of time.”
- Repeat with paragraph 2. Read aloud and ask students to think, reread, talk with a partner, and annotate the paragraph for the gist. Cold call a new student to share out the gist. Listen for students to say something like “It’s about cattle” or “The Dinka and Nuer steal cows from each other.”
- To help students move beyond gist to a more clear paraphrase, probe, by asking question C:
  * “In your own words, what does the last sentence of paragraph 2 mean?”
# Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s (“Sudanese Tribes Confront Modern War” Excerpt 1)

## Work Time (continued)

<table>
<thead>
<tr>
<th>Work Time (continued)</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Invite students to Think-Pair-Share. Listen for students to state that Dinka and Nuer have been stealing each other’s cows for a long, long time.</td>
<td></td>
</tr>
<tr>
<td>• Remind students that they will continue working with Excerpt 1 for homework. As time permits, repeat with paragraph 3, cold calling a new student to share out the gist. Listen for students to say something like “A few people died, mostly warriors. But in 1983 things changed.”</td>
<td></td>
</tr>
<tr>
<td>• Probe, asking students question D:</td>
<td></td>
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<tr>
<td>* “In paragraph 3, what does the word phase mean? When did things begin to change?”</td>
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</tr>
<tr>
<td>• Listen for students to notice the key date 1983: right around when Salva’s story begins in the novel.</td>
<td></td>
</tr>
<tr>
<td>• Ask students to Think-Pair-Share about their current understanding of Excerpt 1. Ask students to jot a new annotation at the top of Excerpt 1, answering this question:</td>
<td></td>
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<tr>
<td>* “What is Excerpt 1 mostly about?”</td>
<td></td>
</tr>
<tr>
<td>• Tell them that it is fine that they just write down the “gist” for excerpt 1 at this point: a word or phrase that gives a general sense of what this excerpt was mostly about. They will return to this excerpt at the start of the next lesson.</td>
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</tbody>
</table>
### Closing and Assessment

**A. Homework Preparation (5 minutes)**

- Distribute the Gathering Evidence graphic organizer (Excerpt 1) to each student and project it on a document camera (or make a chart of it on chart paper or on your board). The general setup of this graphic organizer should look familiar to them. Tell students that they will use this graphic organizer across two lessons (for both excerpts).
- Ask students to silently review the directions on the graphic organizer. Remind students that the first column, titled “Detail/Evidence,” is where they will gather quotes from the text. The third column, titled “Inference/Reasoning,” is where they will write their thinking. (Remind them to not put any mark in the final [right-hand] column of the graphic organizer. They’ll use this column later as they develop their ideas in writing).
- Focus students on the third column. Point out that it is asking students to explain what each quote means. It’s like they are digesting the quote and saying what is important about it.
- Read aloud the example in the first row. Think aloud, emphasizing the phrase “This quote shows that…”
- Be sure students know that for homework, they only have to focus on Excerpt 1. Encourage students to refer to this example, and the next row as well, to guide them as they do their homework.

### Meeting Students’ Needs

- Based on student responses to the discussion prompts at the end of the Work Time, consider whether students are prepared for version 1 (less scaffolding) or version 2 (more scaffolding) of the Gathering Evidence graphic organizer for the night’s homework. If students are struggling to cite evidence from the text, distribute the more scaffolded graphic organizer (version 2 in supporting materials).

### Homework

- Reread Excerpt 1 of “Sudanese Tribes Confront Modern War” for a third time and complete the Gathering Evidence graphic organizer for Excerpt 1 only.
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].

   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?

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

Madut Atien is a member of the SPLA, which provided security for the peace conference. (Michael duCille, Washington Post)
intruders he sees hogging prime grazing land.

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.

STOP here for Lesson 10

EXCERPT 2:

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.

e. Talk with a partner: In paragraph 4, how does the second sentence help you understand the phrase “the fault line was tribal”?

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.

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.

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.

f. Talk with a partner: In paragraph 12, the text says “The elders, however, could.” What could the elders do? (Hint: reread paragraph 11.)

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.”

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.

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.
11. The warriors, Jok said, were simply too young to remember any power but the kind that came from a gun.

12. The elders, however, could.
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?
## Gathering Evidence—Perspectives of the Dinka and the Nuer (Version 1)

What are some similar and different perspectives of people in the Nuer and Dinka tribes?

<table>
<thead>
<tr>
<th>Detail/Evidence</th>
<th>Page</th>
<th>Inference/Reasoning</th>
<th>Used in your writing?</th>
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</tr>
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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.
Gathering Evidence—Perspectives of the Dinka and the Nuer

(Version 2)

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?
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   – What information will go in the third column?
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Gathering Evidence—Perspectives of the Dinka and the Nuer

What are some similar and different perspectives of people in the Nuer and Dinka tribes?

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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.
Building Background Knowledge: The Dinka and Nuer Tribes
Building Background Knowledge: The Dinka and Nuer Tribes
(“Sudanese Tribes Confront Modern War” Excerpts 1 and 2)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

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 determine the central ideas of an informational text. (RI.7.2)
I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)
I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)

Supporting Learning Targets

- I can make connections from the text “Sudanese Tribes Confront Modern War” to the novel *A Long Walk to Water*.
- I can use context clues to determine word meanings.
- I can cite several pieces of text-based evidence to support an analysis of excerpts from the article “Sudanese Tribes Confront Modern War.”

Ongoing Assessment

- Text annotations for gist
- Gathering Evidence graphic organizer (focus on Perspectives)
### Agenda

1. **Opening**
   - A. Introducing Learning Targets (5 minutes)

2. **Work Time**
   - A. Sharing Homework: Gathering Evidence Graphic Organizer for Excerpt 1 (20 minutes)
   - B. Read-aloud of Excerpt 2: Vocabulary to Support Understanding (15 minutes)

3. **Closing and Assessment**
   - A. Revisit Learning Targets (5 minutes)

4. **Homework**
   - A. Reread Excerpt 2 of “Sudanese Tribes Confront Modern War” and annotate the text for gist.

### Teaching Notes

- This lesson follows the basic pattern of Lesson 10, with Excerpt 2 of the same article. In the Opening, students also revisit Excerpt 1.

- Having read Excerpt 1 several times, students then watch the teacher model how to summarize. Help students see the connection between their early preliminary “gist” annotations and this more formal summary of the main idea. “Getting the gist,” in a sense, is the first step toward understanding the main idea. Summarizing will be modeled again in Lesson 12 (for Excerpt 2), and guided in Lesson 13. Then later, in Unit 2, students will continue building their ability to summarize independently.

- This lesson provides support for students’ developing use of evidence in writing through modeling and a first practice with a text-dependent constructed response question. This instruction builds off of the activity in Lesson 9 in which students selected ideas that could be used in writing. Students are preparing for Lesson 12 in which they must select evidence to use in writing and begin a draft response. In Lesson 13, students will practice using evidence in a full response to a constructed response question, and Lesson 14 will ask students to complete this writing task as part of an End of Unit Assessment. Unit 2 includes more heavily scaffolded writing instruction and a formal writing assessment.
Lesson Vocabulary

- cite, text-based evidence, summarize, analysis, perspectives, detail/evidence, inference/reasoning; fault line, topple, coup, spiritual pollution, guerrillas (2), roughshod, dysfunction, assault (3)

Materials

- Things Close Readers Do anchor chart (begun in Lesson 2; see additions in supporting materials)— today’s focus: “determine vocabulary in context”
- “Sudanese Tribes Confront Modern War” (from Lesson 10; one per student)
- Gathering Evidence graphic organizer for Excerpt 1 of “Sudanese Tribes Confront Modern War” (focus on perspectives) (from Lesson 10; one per student)
- Selecting Evidence graphic organizer related to “Sudanese Tribes...” article (begun in Lesson 10; one per student and one to display)
- Document camera

Opening

A. Introducing Learning Targets (5 minutes)

- Share the first two learning targets:
  * “I can make connections from the text ‘Sudanese Tribes Confront Modern War’ to the novel A Long Walk to Water.”
  * “I can use context clues to determine word meanings.”
- These targets should be familiar to students from Lesson 10. Invite students to show a quick thumbs up if they understand the target, thumbs down if not.
- Focus on the third target:
  * “I can cite several pieces of text-based evidence to support an analysis of excerpts from the article ‘Sudanese Tribes Confront Modern War.”
- Focus on the words cite, evidence, and analyze. Point out to students that this is the type of thinking they have been doing as they worked through the Gathering Evidence graphic organizer for Excerpt 1 for homework. They were analyzing specific evidence from the text that helped them understand the perspectives of the Nuer and the Dinka.
- Keep students with partner pairs from Lesson 10 (“A-Day” seating—see Teaching Notes in Lesson 1). Remind students that they’ll practice our Partner Talk Expectations with these partners so that they can share ideas with different classmates.
### Building Background Knowledge: The Dinka and Nuer Tribes

(“Sudanese Tribes Confront Modern War” Excerpts 1 and 2)

<table>
<thead>
<tr>
<th>Work Time</th>
<th>Meeting Students’ Needs</th>
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<tbody>
<tr>
<td><strong>A. Sharing Homework: Gathering Evidence Graphic Organizer for Excerpt 1 (20 minutes)</strong></td>
<td>• If both versions of the Gathering Evidence graphic organizers were used by students for homework, consider how you might handle homework sharing in a manner that is respectful to students and their learning needs. This could include a simple explanation that there are two versions of the graphic organizer to support and extend their thinking or use of strategic grouping for sharing.</td>
</tr>
<tr>
<td>• Ask students to take out their article, “Sudanese Tribes Confront Modern War” (from Lesson 10), as well as their homework related to <strong>Gathering Evidence graphic organizers for Excerpt 1</strong>.</td>
<td>• To model summarizing more explicitly, consider adding a think-aloud as you record your summary. This will allow students to see the process you used to summarize this excerpt of the text.</td>
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<td>• Point out to students that eventually they will be responsible for gathering their own evidence. But since they are just learning, you gave them some evidence to analyze.</td>
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<td>• Ask students to turn to a partner to share their analysis of the evidence from Excerpt 1.</td>
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<tr>
<td>• Cold call three students to share what their partner wrote to explain each quote: “Cattle raiding is a hoary [old or ancient] tradition of pastoralists throughout East Africa.” Remind students that they focused on this sentence in Lesson 10. (They should be able to explain that the Dinka and Nuer have been stealing each other’s cattle for a long time.)</td>
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<tr>
<td>• “The victims were almost always warriors.” Listen for students to state that before 1983, when the Dinka and Nuer fought, it was warriors (soldiers) fighting warriors on each side. No women or children were killed.</td>
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<tr>
<td>• If the more scaffolded version of the Gathering Evidence graphic organizers for Excerpt 1 was used, repeat with this quote as well: “Rebellious southerners formed the Sudanese People’s Liberation Army, and young Dinka and Nuer began to carry AK-47s.” Listen for students to state that the two tribes were on the same side of the war, and had guns.</td>
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<tr>
<td>• Ask students to respond in writing to one key text-dependent question:</td>
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<td>* “In 1983, when the war ‘entered its current phase,’ who was fighting whom? What is the quote from the article that gives you this information?”</td>
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<tr>
<td>• Collect students’ written responses (to act as an informal individual assessment), then ask for the answer verbally (to check and reinforce the correct information for the class).</td>
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<tr>
<td>• Listen to be sure that students understand that the Dinka and Nuer were on the same side of the war, both part of the “Sudanese People’s Liberation Army” that was fighting the “Arab north.”</td>
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<tr>
<td>• Tell them that now that they have spent more time rereading and thinking about Excerpt 1, they will more formally summarize this section:</td>
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<tr>
<td>* “What is the main idea of these first three paragraphs?”</td>
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<tr>
<td>• Guide students through this thinking, as you model writing the summary on the top of the article: “The Dinka and Nuer both live in Southern Sudan and have been stealing each other’s cattle for a long time. Until 1983, just a few warriors used to die in these raids. In 1983, they were on the same side of the war, and started to have guns.”</td>
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### Building Background Knowledge: The Dinka and Nuer Tribes

**“Sudanese Tribes Confront Modern War” Excerpts 1 and 2**

<table>
<thead>
<tr>
<th>Work Time (continued)</th>
<th>Meeting Students’ Needs</th>
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<tbody>
<tr>
<td>• Ask students to copy this summary onto their own article. Point out to students that in effect, you pulled together the gist of each paragraph to help you get to this summary.</td>
<td>• Consider partnering ELL students who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.</td>
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</tbody>
</table>
| • Point out that Salva’s point of view in Chapters 1–5 of the novel is about this period of time. Ask:  
  * “How does this article help us understand Salva’s point of view?” | • Reviewing academic vocabulary words benefits all students developing academic language. |
| • Invite students to turn and talk, then share out. Be sure students understand that although Salva is scared of the Nuer, he and his tribe are not actively at war with the Nuer. Reinforce students who refer to examples from the novel to support their opinion, encouraging them to cite specific examples when possible. | |

#### B. Read-aloud of Excerpt 2: Vocabulary to Support Understanding (15 minutes)

- Remind students that in Lesson 10, they focused on the first three paragraphs of the article. Today, they will focus on **Excerpt 2.** Before beginning, focus students on key lines from the text to clarify the chronology:
  * “When was this article written? How do you know?” (1999)
  * Listen for students to point to the byline and date of the article.
  * “What time period is Excerpt 1 about?” How do you know?”
- Let students turn and talk to find evidence to answer this question. Cold call a few students to share out. Listen for students to note the phrases “for as long as anyone can remember” (paragraph 2) or “in 1983, when the war against the Arab north entered its current phase.”
- Read just the first line of the second excerpt aloud, then ask:
  * “What time period is Excerpt 2 about? How do you know?”
- Let students again turn and talk, then share out. Listen for students to notice “Until 1991” “But that August.” Be sure students understand that this second excerpt is about events from 1991 to the present: so far in the novel, this relates most directly to Nya’s experiences. (Tell students that later in the novel, they will learn more about Salva’s experiences in the 1990s.)
- Tell students that you will now read Excerpt 2 aloud as they read in their heads. Encourage them to focus on the vocabulary in bold, and to continue practicing using context clues to figure out what these words mean.
- Read aloud as students read in their heads.
Work Time (continued)

- As time permits, let students discuss and annotate the words they figured out. Remind them that they will keep working with Excerpt 2 for homework, so it is fine if they still don’t yet understand everything. Remind them that this is a very challenging text, from one of the most respected newspapers in the country. And the topic is complicated too!

- Circulate to listen in to gauge which students know how to use context clues effectively, and which students may need more support. Probe first, but model as needed (e.g., “I know the word “gorilla” is an animal, but that doesn’t make any sense in this context. I think guerrilla has something to do with the warriors.”).

- Invite volunteers to share out what words they figured out, and how. Clarify definitions as needed:
  * fault line: division
  * topple: take down; overturn
  * coup: military uprising
  * spiritual pollution: personal unrest
  * guerrillas: rebel fighters
  * roughshod: without care, supervision or safety
  * dysfunction: problems
  * assault: military

- Reinforce when students are able to point directly to other information in this text, or refer to information they learned in the novel, that is helping them figure out these words (e.g., in paragraph 4, it says a Nuer officer tried to “topple” the Dinka. So “coup” may mean some kind of overthrow or rebellion).
### Closing and Assessment

**A. Revisit Learning Targets (5 minutes)**
- Reread the learning targets.
- Ask students to turn their attention to the “Things Close Readers Do” anchor chart. Invite students to suggest any additional practices that should be added to the chart from today’s lesson. Elicit ideas related to determining vocabulary in context and add this practice to the chart.

### Homework
- Reread Excerpt 2 of “Sudanese Tribes Confront Modern War” and annotate the text for gist.
Things Close Readers Do Anchor Chart
(Example for Teacher Reference)

- Get the gist of what a text is mostly about
- Use the text to answer questions
- Reread the text
- Pay attention to vocabulary
- Gather evidence (quotes) from the text
- Determine vocabulary in context

When text is emotionally difficult...

Insert notes from Lesson 2 student ideas here.
Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s ("Sudanese Tribes Confront Modern War" Excerpt 2)
Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s (“Sudanese Tribes Confront Modern War” Excerpt 2)

### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

| 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 determine the central ideas of an informational text. (RI.7.2) |
| I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) |
| I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) |

### Supporting Learning Targets

- I can make connections from the text “Sudanese Tribes Confront Modern War” to the novel *A Long Walk to Water*.
- I can use context clues to determine word meanings.
- I can cite several pieces of text-based evidence to support an analysis of excerpts from the article “Sudanese Tribes Confront Modern War.”

### Ongoing Assessment

- Text annotations for gist
- Gathering Evidence graphic organizer (focus on Perspectives)
### Agenda

1. **Opening**
   - Introducing Learning Targets (5 minutes)

2. **Work Time**
   - Sharing Text Annotations for Gist from Excerpt 2 of “Sudanese Tribes Confront Modern War” (15 minutes)
   - Gathering Evidence from the Text: Excerpt 2 (15 minutes)

3. **Closing and Assessment**
   - Revisit Learning Targets and Preview of Process: Selecting Evidence for Writing (10 minutes)

4. **Homework**
   - Continue reading your independent reading book for this unit at home.

### Teaching Notes

- This lesson follows the basic pattern of Lessons 10 and 11, with Excerpt 2 of the same article.
- Part A of Work Time includes a basic checking for understanding of the “gist” of Excerpt 2. But do not give too much away; students continue to reread during Part B of Work Time, and will gradually uncover more of the meaning in this complex text.
- As students continue to grapple with this very complex text, continue to reinforce that gist notes serve as a preliminary, tentative, low-stakes way to begin to process a complex text. Gist statements can help even the most struggling students stay focused and engaged as they are working through an early read of a complex text. Continue to distinguish gist from “finding the main idea” and “summarizing”.
- Additionally, this lesson provides support for students’ developing the practice of using evidence in writing by providing a selection of evidence. This instruction builds off of the activity in Lesson 9 in which students selected ideas that could be used in writing. Here in Lesson 12, students must select evidence to use in writing and begin a draft response. In Lesson 13, students will practice using evidence in a full response to a constructed response question, and Lesson 14 will ask students to complete this writing task as part of an End of Unit Assessment. Unit 2 includes more heavily scaffolded writing instruction and a formal writing assessment.
### Lesson Vocabulary
- cite, text-based evidence, summarize, analysis, perspectives, detail/evidence, inference/reasoning, select; fault line, topple, coup, spiritual pollution, guerrillas (2), roughshod, dysfunction, assault (3)

### Materials
- “Sudanese Tribes Confront Modern War” (from Lesson 10; one per student; focus on excerpt 2)
- Gathering Evidence—Perspectives and the Nuer (for excerpt 2) (one per student and one to display)
- Selecting Evidence—Perspectives of the Dinka and the Nuer graphic organizer (one per student)
- Document camera

### Opening

**A. Introducing Learning Targets (10 minutes)**
- Share learning targets aloud. Students should recognize these targets from previous lessons. Ask students to briefly turn and talk with a partner about what they think they will be working on today based on these targets.
- Focus students on the last target: “I can cite several pieces of text-based evidence to support an analysis of excerpts from the article ‘Sudanese Tribes Confront Modern War.’” Tell students that they have been working on citing evidence throughout the unit. Here, this step of citing evidence will support their work in Lessons 13 and 14, in which they will select evidence to help with their writing.
- Keep students with partner pairs from Lesson 10 (“A-Day” seating—see Teaching Notes in Lesson 1). Remind students that they’ll practice our Partner Talk Expectations with these partners so that they can share ideas with different classmates.
A. Read-aloud of Excerpt 1 of “Sudanese Tribes Confront Modern War”: Vocabulary to Support Understanding (10 minutes)

- Tell students that to begin class you would like them to share their homework from “Sudanese Tribes Confront Modern War” (excerpt 2). Ask students to take out their copy of the article marked with text annotations from their Lesson 11 homework.
- Remind students that last night they were able to “Think” about the gist of Excerpt 2 of the article and that they’ve written these notes on the margins of the article. Ask students to turn to a partner to read to each other what each one of them wrote for text annotations (Think-Pair…). Tell them to listen carefully to what their partner shares, because you will be calling on them to share their partner’s thoughts with the class.
- Remind students that now they’ll share their ideas so that they can help each other make sense of the text. Cold call three students to share what their partner wrote for text annotations, then prompt all students to add to their text any new ideas about what Excerpt 2 was about.
- Clarify any lingering confusions about Excerpt 2, to ensure all students understand the gist. Refer to the text, but don’t give too much away.
  - The larger Sudanese Civil War was also continuing. (paragraph 4: “Until 1991, the guns were mostly used against northerners.”)
  - In 1991, the rebel army started fighting among themselves, with the Dinka tribe fighting against the Nuer tribe. (paragraph 4: “There was a split in the rebel army.”)
  - The fighting between the Dinka and the Nuer was much more violent than ever before because the two tribes were now using military guns against each other. (paragraph 4: “Southerners started killing each other.”)
- Focus students on question E (in the box alongside paragraph 4).
  * “In paragraph 4, how does the second sentence help you understand the phrase ‘the fault line was tribal’?”
- Invite students to Think-Pair-Share. Listen for students to recognize that the phrase “there was a split in the rebel army” gave a hint that there was some kind of division. And they know that a line is something that divides. So fault line means separation. If needed, model this thinking for students. Clarify that in this context, the word fault means a crack, like when an earthquake makes a crack in the earth’s crust.
- Repeat with question F.
  * “What could the elders do?”

Meeting Students’ Needs

- When ELL students are asked to produce language, consider providing a sentence frame, sentence starter, or a cloze sentence to assist with language production and the structure required. For example, “When I read the phrase, ‘But that August, there was a split in the rebel army,’ that made me think that ‘the fault line was tribal’ means____________.”
- To model summarizing more explicitly, consider adding a think-aloud as you record your summary. This will allow students to see the process you used to summarize this excerpt of the text.
## Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s (“Sudanese Tribes Confront Modern War” Excerpt 2)

### Work Time

- Listen for students to refer to the verb in the previous sentence, “remember.” The elders could remember something that the young people could not—specifically what it was like long ago, when the two tribes were not shooting each other. Model as needed.

- Remind students that their annotations are about the “gist”—the general sense of what a chunk of text is mostly about. Tell them that just as they did with Excerpt 1, now that they have spent more time rereading and thinking about Excerpt 2, they will more formally summarize this section:
  - “What is the main idea of these paragraphs?”

- Guide students through this thinking, as you model writing the summary on the top of Excerpt 2: “In 1991 the rebel army split, and the Dinka and Nuer started killing each other with guns. They didn’t believe that killing each other with guns as a part of a government war was as bad as killing each other with spears like they did before.”

- Ask students to copy this summary onto their own article. Reiterate that particularly when reading very challenging text, annotating for gist is a good step on the way to forming a clear summary of the main idea.

### B. Rereading for Gist: Excerpt 1 (20 minutes)

- Distribute the Gathering Evidence graphic organizer for Excerpt 2. Prompt students to read in their heads as you reread Excerpt 2 aloud.

- Then ask students to focus on the pre-selected evidence from Excerpt 2 for them to analyze.

- Ask students to work with a partner to analyze each piece of evidence. Circulate to listen in and support students as they work, to gauge students’ progress toward being able to analyze text-based evidence.

- Cold call three students to share what their partner wrote for evidence and reasoning from the text.

- Check for understanding of Excerpt 2 by asking students to respond in writing to one key text-dependent question:
  - “In 1991, when the war ‘entered a new phase’ and the Dinka and Nuer started fighting each other, what was different in how they fought? What is the quote from the article that gives you this information?”

- Collect all students’ written responses (to act as an informal individual assessment), then ask for the answer verbally (to check and reinforce the correct information for the class).

- Listen to be sure that students understand that “Children, women and the elderly used to be off-limits during raids…” and that the use of guns made “Arguments once settled by fighting with sticks...now being decided with assault weapons.”

### Meeting Students’ Needs

- To further support students who are struggling to gather and analyze evidence in this complex text, consider pulling a small group for more guided instruction during the first half of the partner work time during this portion of the lesson.
### Building Background Knowledge:
The Dinka and Nuer Tribes Until the Mid-1980s ("Sudanese Tribes Confront Modern War" Excerpt 2)

<table>
<thead>
<tr>
<th>Work Time (continued)</th>
<th>Meeting Students' Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Point out that in the novel <em>A Long Walk to Water</em>, Salva’s point of view in Chapters 1–5 actually takes place <em>before</em> this period of time. Ask,</td>
<td></td>
</tr>
<tr>
<td><code>*How does this article help us understand Salva's point of view?*</code></td>
<td></td>
</tr>
<tr>
<td>- Invite students to turn and talk, then share out. Be sure students understand that tension between the Dinka and Nuer is growing during Salva’s journey, and that this tension will result in fighting between the Dinka and Nuer by 1991.</td>
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</tr>
<tr>
<td>- Reinforce students who refer to examples from the novel to support their opinion, encouraging them to cite specific examples when possible.</td>
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<tr>
<td>- Ask students to return to and revise the brief summary notes they wrote earlier about Excerpt 2.</td>
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</tr>
</tbody>
</table>
### Closing and Assessment

**A. Revisit Learning Targets and Preview of Process: Selecting Evidence for Writing (10 minutes)**

- Reread the learning targets.
- Again focus students on the last target. Encourage students by noticing that they have learned a great deal about the Dinka and Nuer tribes. Tell them that they’ll use a process for selecting evidence from our readings to support our writing about the experiences of the people of South Sudan.
- Distribute the **Selecting Evidence - Perspectives of the Dinka and the Nuer graphic organizer** that corresponds to the article “Sudanese Tribes Confront Modern War.”
- Ask students to silently read through the example at the top half of the page, then turn to a partner and tell the partner one step that is included in the process of selecting evidence.
- Ask for a student volunteer to describe the process of selecting evidence without looking at the directions. Then ask another student to restate the process.
- Tell students that you’ll start this process in Lesson 13. Prompt all students to put away their materials in a designated safe location.

### Meeting Students’ Needs

- For students who struggle with following multiple-step directions, consider having them highlight the explicit steps in this graphic organizer once they have been discussed and identified by the class.

### Homework

- Continue reading your independent reading book for this unit at home.
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)

What are some similar and different perspectives of people in the Nuer and Dinka tribes?

<table>
<thead>
<tr>
<th>Detail/Evidence Quote (Similarity or Difference?)</th>
<th>Para.</th>
<th>Inference/Reasoning Meaning (about Dinka? Nuer? Both?)</th>
<th>Used in your writing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Until 1991, the guns were used mostly against northerners.”</td>
<td>4</td>
<td>Both the Dinka and Nuer were fighting whom? Why?</td>
<td></td>
</tr>
<tr>
<td>“Children, women and the elderly used to be off-limits during raids.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“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.”</td>
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<tr>
<td>“They believe, ‘The ghost of the deceased will not haunt me, because I did not kill with a spear.’”</td>
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</tr>
<tr>
<td>“He found armed youths running roughshod in a society whose dysfunction paralleled that of inner cities 8,000 miles away”</td>
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<td></td>
<td></td>
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<tr>
<td>A second quote that you identified:</td>
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</tbody>
</table>
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.
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?**

2. 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.”

3. 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:
Building Background Knowledge: The Dinka Tribe ("Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps" Excerpt 1)
Building Background Knowledge: The Dinka Tribe
(“Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps” Excerpt 1)

<table>
<thead>
<tr>
<th>Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
</tr>
<tr>
<td>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</td>
</tr>
<tr>
<td>I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can select evidence from the article “Sudanese Tribes Confront Modern War” to support analysis of the perspectives of the Nuer and Dinka tribes of Southern Sudan.</td>
<td></td>
</tr>
<tr>
<td>• I can annotate text to help me track important ideas.</td>
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<tr>
<td>• I can use context clues to determine word meanings.</td>
<td></td>
</tr>
<tr>
<td>• Text annotations for gist</td>
<td></td>
</tr>
<tr>
<td>• Selecting Evidence graphic organizer</td>
<td></td>
</tr>
<tr>
<td>• Exit ticket</td>
<td></td>
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</tbody>
</table>
GRADE 7: MODULE 1: UNIT 1: LESSON 13
Building Background Knowledge: The Dinka Tribe
(“Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps” Excerpt 1)

<table>
<thead>
<tr>
<th>Agenda</th>
<th>Teaching Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Opening</strong></td>
<td>• This lesson follows a very similar pattern to Lessons 10 and 11, continuing to build students’ close reading skills as well as their background knowledge about the Dinka and Nuer Tribes.</td>
</tr>
<tr>
<td>A. Introducing Learning Targets (5 minutes)</td>
<td>• Note that paragraph 6 of this excerpt is more challenging; be prepared to give students more guided practice if needed.</td>
</tr>
<tr>
<td><strong>2. Work Time</strong></td>
<td>• The end of Work Time Part C includes guided practice summarizing. Continue to reinforce the connection between their early preliminary “gist” annotations and this more formal summary of the main idea. During Unit 2, students will continue to build their ability to summarize independently.</td>
</tr>
<tr>
<td>A. Selecting Evidence for Writing from “Sudanese Tribes Confront Modern War” (10 minutes)</td>
<td>• In this lesson, students also continue to develop their ability to cite evidence in their writing. They practice gathering and using evidence in a full response to a constructed response question; in Lesson 14, students will complete this writing task as part of an End of Unit Assessment. Note, however, that the writing focus is more broadly on W.7.9, “writing about reading”; Unit 2 will go much more in depth to address the key aspects of W.7.2 (including adding a fourth step to the graphic organizer, so students have more scaffolding for more formal writing).</td>
</tr>
<tr>
<td>B. Framing and Vocabulary Preview: Excerpt 1 of “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps” (5 minutes)</td>
<td>• Students can figure out most vocabulary in context. Four words (ululating, compound, dowry, and primarily) that can be explained quickly are previewed before the read-aloud. To save time, consider posting these four words and definitions in advance. Keep this vocabulary preview brief; students need to engage directly with the text.</td>
</tr>
<tr>
<td>C. Read Aloud and Annotating for Gist: Excerpt 1 (20 minutes)</td>
<td>• Students will continue to work with this text in Lesson 14.</td>
</tr>
<tr>
<td><strong>3. Closing and Assessment</strong></td>
<td>• Students again briefly review the “Things Close Readers Do” anchor chart (during the Closing). Hold on to this chart. In Unit 2, students work with a resource that gives them even more details about close reading, and will refer back to the chart they helped to build.</td>
</tr>
<tr>
<td>A. Revisit Learning Targets and Read Aloud Paragraph 9 (5 minutes)</td>
<td></td>
</tr>
<tr>
<td><strong>4. Homework</strong></td>
<td></td>
</tr>
<tr>
<td>A. Reread Excerpt 1, read (first read) Excerpt 2 of “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,” and continue to annotate the text for the “gist.”</td>
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</tr>
</tbody>
</table>
Building Background Knowledge: The Dinka Tribe
(“Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps” Excerpt 1)

Lesson Vocabulary

cite, text-based evidence, summarize, analysis, perspectives, detail/evidence, inference/reasoning; displaced, ululating, compound, dowry, marred, primarily, transformed, negotiations, overtures

Materials
• “Sudanese Tribes Confront Modern War” (from Lesson 10)
• Selecting Evidence—Perspectives of the Dinka and the Nuer graphic organizer (from Lesson 12)
• Excerpts from “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps” (one per student)
• Document camera
• Exit ticket (one per student)
• Things Close Readers Do anchor chart (begun in Lesson 2; see additions in supporting materials)—add: “select evidence from the text to use in writing.”

Opening

A. Introducing Learning Targets (5 minutes)
• Share the learning targets out loud:
  * “I can select evidence from the article ‘Sudanese Tribes Confront Modern War’ to support analysis of the perspectives of the Nuer and Dinka tribes of Southern Sudan.”
  * “I can annotate text to help me track important ideas.”
  * “I can use context clues to determine word meanings.”
• Focus students on the first target in particular: “I can select evidence from the article ‘Sudanese Tribes Confront Modern War’ to support analysis of the perspectives of the Nuer and Dinka tribes of Southern Sudan.”
• Point out that they are becoming stronger with analyzing complex text and finding specific evidence. Today, they will practice selecting evidence for their writing. In Lesson 14, they will complete an End of Unit Assessment that checks their progress on these learning targets.
• Keep students with partners from Lesson 10 (“A-Day” seating). Remind students that they’ll practice our Partner Talk Expectations with these partners so that they can share ideas with different classmates.
## Work Time

### A. Selecting Evidence for Writing from “Sudanese Tribes Confront Modern War” (10 minutes)
- Remind students that today they’ll start writing about their understanding of the experiences of the Dinka and Nuer tribes of South Sudan.
- Ask students to take out their annotated text, “Sudanese Tribes Confront Modern War,” and the Selecting Evidence - Perspectives of the Dinka and the Nuer graphic organizer (which they began in Lesson 12).
- “Think aloud” through the example given on the top half of the page for Selecting Evidence.
- Invite students to complete the steps listed on the second half of the page, in which they practice selecting evidence in response to a constructed response question.
- Circulate to support students as needed. Remind them that this process is just the next step of what they have been doing: they have been gathering evidence; now they just need to choose the best evidence they want to write about.
- Collect students’ Selecting Evidence graphic organizer for review and feedback.

### B. Framing and Vocabulary Preview: Excerpt 1 of “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps” (5 minutes)
- Share with students that in Lesson 14 they will get a chance to show what they know about reading closely for evidence: the main goal is to read closely. They will be writing about the evidence, just as they practiced today. Remind students that they have been working to understand Nya’s and Salva’s points of view.
- Briefly reread a key passage from Chapter 1 (page 2): “Salva’s father was a successful man. He owned many head of cattle and worked as their village’s judge—an honored, respected position.” Ask students:
  - “Why do you think there is so much talk about cattle in this novel? How is that important in terms of us understanding Salva’s experience?”
- Invite a few students to share out. Tell them that today they will begin a new article that provides additional important background information that will help them understand Salva’s point of view.
- Distribute “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps.” Prompt students to skim the article, focusing on the words in bold.
- Point out that most of these words are ones students can figure out as they read. A few others, define briefly. Post definitions:

### Meeting Students’ Needs
- For students who struggle with following multiple-step directions, consider having them highlight the explicit steps in this graphic organizer once they have been discussed and identified by the class.
- To further support students in thinking about this question, consider adding a Think-Pair-Share.
Building Background Knowledge: The Dinka Tribe
(“Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps”
Excerpt 1)

### Work Time (continued)

- *ululating*: howling
- *compound*: housing for many people; a group of shelters or houses
- *dowry*: gift (property or money) brought by a bride to her husband’s family when they marry
- *primarily*: mainly

### Meeting Students’ Needs

- Consider partnering ELL students who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.
- Text-dependent questions can be answered only by referring explicitly to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding. Encourage students throughout this portion of the lesson to reference the text directly.
- To further encourage students to refer to the text, consider displaying the article and text-dependent questions using a document camera and point out or have students point out where in the text they found evidence for their answers.

### C. Read Aloud and Annotating for Gist: Excerpt 1 (20 minutes)

- Tell students that as they have done the past few days, you will first read this excerpt aloud. They will have time to stop, think, and annotate their text. Point out that they are getting better at this skill each day.
- Read one paragraph at a time, and stop for students to jot notes.
- After reading all eight paragraphs, invite students to turn and talk with a partner about their annotations.
- Gather the attention of the whole class. Cold call a student to share the gist for paragraph 1. Listen for students to say something like “People are celebrating.”
- Probe, asking,
  - “What words in this paragraph signaled to you that it was mostly about a celebration?”
- Give students a moment to turn and talk, then invite a few to share out. Listen for students to notice the words “dancing, song, chanting, ululating…”
- Repeat with paragraph 2, cold calling a new student to share out the gist. Listen for students to say something like “The celebration is for a dowry, but there are no cattle to give.”
- Remind students that they were told that a dowry is a gift given to celebrate a marriage. Probe, asking,
  - “How do you know what the dowry was supposed to be?”
- Repeat with paragraphs 3–4, 5–6, and 7–8, cold calling a new student to share out the gist of each paragraph selection. (Note that paragraph 6 is the most challenging, so allocate time accordingly).
- Support students in identifying the following “gist” ideas:
  - Paragraphs 3–4: The family (the Duk-Fuels) can only promise cattle because the war has taken the cattle away.
  - Paragraphs 5–6: Men negotiate dowries for the marriages of women, and they used to offer numerous cattle in a process like “competitive bidding.”
### Work Time (continued)

- Paragraphs 7–8: The dowry ceremony happens without cattle now, only a handshake, and this reminds the Dinka that they have no land.

- Remind students that their annotations are about the “gist”—the general sense of what a chunk of text is mostly about. Tell them that, as in previous lessons, now that they have spent more time rereading and thinking about this excerpt, they will more formally summarize this section:

  * “What is the main idea?”

- As guided practice, invite students to contribute to this summary. Model writing the summary on the top of the article (For example: “The Dinka use cattle as dowry to celebrate weddings, but since the Dinka have no land and have no cattle because of the war, they can only make promises to give cattle in the future.”)

- Ask students to copy this summary onto their own article. Reiterate that annotating for gist helped you think about what was most important, which in turn helped you summarize the main idea. Tell students that in the next unit, they will work more on summarizing complex text.

### Meeting Students’ Needs

- For students who struggle with following multiple-step directions, consider having them highlight the explicit steps in this graphic organizer once they have been discussed and identified by the class.
Building Background Knowledge: The Dinka Tribe
(“Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps” Excerpt 1)

Closing and Assessment

A. Revisit Learning Targets and Read Aloud Paragraph 9 (5 minutes)
   • Ask students to turn their attention to the Things Close Readers Do anchor chart. Invite students to suggest any additional strategies that should be added to the chart from today’s lesson. Elicit ideas related to selecting evidence from the text to use in writing.
   • Distribute the exit ticket and give students a few minutes to reflect on the questions from the ticket. This exit ticket will help them reflect on the various strategies they have practiced and documented on the anchor chart and prepare them for the upcoming assessment.
   • Point out to students that as in previous lessons, they will reread this excerpt as a part of their homework. Tell students that in Lesson 14, they will complete a Gathering Evidence and Selecting Evidence graphic organizer on the excerpts from the article “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps.” They will then use these notes to help them write a response, just as they practiced today.
   • Remind students that with complex text, it often helps to hear it read aloud while reading silently in one’s head. Focus students on Excerpt 2. Read aloud paragraph 9 of this excerpt, “Before war caused institutions to collapse…. They were the south’s richest and proudest tribe.”
   • Tell students that as they read the rest of Excerpt 2 for homework, they should continue to think about how war has changed things for the Dinka.

Homework

• With the article “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,” reread Excerpt 1. Then do a first read of Excerpt 2. Try to figure out any of the words in bold.
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.”
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.”
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?
• Get the gist of what a text is about
• Use the text to answer questions
• Reread the text
• Gather evidence (quotes) from the text
• Annotate text
• Focus on key vocabulary
• Discuss to clarify thinking or deepen understanding
• Use the text to gather evidence for answers to text-dependent questions
• Determine vocabulary in context
• Select evidence from the text to use in writing

When text is emotionally difficult...
*insert notes from Lesson 2 student ideas here.*
End of Unit Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes
## Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

| I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) |
| I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) |
| I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) |

## Supporting Learning Targets

| I can cite several pieces of text-based evidence to support an analysis of the article “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps.” |
| I can select evidence from the article “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps” to support analysis of the perspectives of the Dinka tribe of Southern Sudan. |

| Ongoing Assessment |
| End of Unit Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes |
## Agenda

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1. Opening</td>
<td></td>
</tr>
<tr>
<td>A. Introducing Learning Targets and End of Unit Assessment (5 minutes)</td>
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<tr>
<td>2. Work Time</td>
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</tr>
<tr>
<td>A. End of Unit Assessment: Gathering, Selecting, and Using Evidence to Analyze Perspective in Informational Text (25 minutes)</td>
<td></td>
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<tr>
<td>3. Closing and Assessment</td>
<td></td>
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<tr>
<td>A. Back-to-Back and Face-to-Face Discussion: Questions for the People of South Sudan (5 minutes)</td>
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<tr>
<td>4. Homework</td>
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<tr>
<td>A. Continue reading your independent reading book for this unit at home.</td>
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</table>

## Teaching Notes

- In this lesson, students complete the Gathering Evidence and Selecting Evidence graphic organizer and respond to one constructed-response question independently for an End of Unit graded Assessment. This task calls upon students to employ the practices of close reading that they have been practicing throughout this unit, and to use the scaffolds for writing that they practiced during Lessons 12 and 13.
- Unit 2 will challenge students with continued instruction and assessments of writing.
- This lesson uses some of the same structures introduced for the Mid-Unit Assessment in Lesson 8, including setting norms for silent, focused work, and ending class with a Back to Back and Face to Face Discussion.
- Create the rubric for the End of Unit Assessment using strategies from “Things Close Readers Do” and language from the lesson’s learning targets.
GRADE 7: MODULE 1: UNIT 1: LESSON 14

End of Unit Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes

Lesson Vocabulary

cite, text-based evidence, objectively, summarize, coherent, constructed-response, analysis, perspectives, detail/evidence, inference/reasoning

<table>
<thead>
<tr>
<th>Lesson Vocabulary</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>cite, text-based evidence, objectively, summarize,...</td>
<td>• Reader’s Notes (students’ own from all previous lessons)</td>
</tr>
<tr>
<td></td>
<td>• Document camera</td>
</tr>
<tr>
<td></td>
<td>• “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps” (from Lesson 13 homework; one per student; one to display; focus on excerpt 2)</td>
</tr>
<tr>
<td></td>
<td>• End of Unit 1 Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes (one per student)</td>
</tr>
<tr>
<td></td>
<td>• End of Unit 1 Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes (Answers for Teacher Reference)</td>
</tr>
<tr>
<td></td>
<td>• Back to Back and Face to Face prompts (for Teacher Reference)</td>
</tr>
</tbody>
</table>

Opening

A. Introducing Learning Targets and End of Unit Assessment (5 minutes)

• Share learning targets:
  * “I can cite several pieces of text-based evidence to support an analysis of the article ‘Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps.’”
  * “I can select evidence from the article ‘Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps’ to support analysis of the perspectives of the Dinka tribe of Southern Sudan.”

• Tell students that today they get to demonstrate their progress on these learning targets in the End of Unit Assessment. Assure students that there are no tricks to this assessment; it really is the exact process they’ve been practicing in class through Lessons 12 and 13.

• Tell students that everyone needs to remain silent until all students are done with the End of Unit Assessment, that this commitment is how they show respect for each other and it is non-negotiable. Write on the board, “If you finish early, you can...” and prompt students to suggest appropriate, silent activities that they can complete. This list should include “Continue reading in A Long Walk to Water and making notes on the Reader’s Notes about the gist of upcoming chapters.” The list could also include “Complete homework for other classes” or “Continue reading your independent reading book for this unit” or “Sit quietly.”

Meeting Students’ Needs

• Taking time to ask for students’ ideas about other tasks they can complete while their classmates are working can greatly enhance student buy-in for setting clear expectations for students’ focused work.
End of Unit Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes

### Work Time

**A. End of Unit Assessment: Gathering, Selecting, and Using Evidence to Analyze Perspective in Informational Text (25 minutes)**

- Distribute the *End of Unit Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes* to each student. Tell students to remain silent until all classmates are finished with their work, and prompt students to begin.
- If students complete their End of Unit Assessment, encourage them to stay seated and complete one of the tasks listed on the board (“If you finish early, you can...”).
- Collect students’ assessments.

### Closing and Assessment

**A. Back-to-Back and Face-to-Face Discussion: Questions for the People of South Sudan (5 minutes)**

- Once all students have completed the End of Unit Assessment, post on the document projector (or have written on a chart) the Back-to-Back and Face-to-Face prompts. Before students stand up, read through the instructions for the Back-to-Back and Face-to-Face protocol. Ask for one student volunteer to describe the directions to the class in his/her own words.
- Help students arrange into partnerships for this closing activity.
- Circulate to listen in as students share, to gauge their depth of understanding of the text. Encourage them to elaborate on their answers, with probes such as “What else might a member of the Dinka tribe say?”

*Note: Capture students’ questions to possibly use during Unit 3, if you are able to arrange a visit with an immigrant from South Sudan.*

### Homework

- Continue reading your independent reading book for this unit at home.
Title of text: “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps.”

Part I: Gathering Evidence

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?

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.
End of Unit 1 Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes

Part I: Gathering Evidence
What are some similar and different perspectives of people in the Nuer and Dinka tribes?

<table>
<thead>
<tr>
<th>Detail/Evidence</th>
<th>Page</th>
<th>Inference/Reasoning</th>
<th>Used in your writing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiences of people in the Dinka tribe</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Quote</td>
<td></td>
<td>Meaning</td>
<td></td>
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<tr>
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<tr>
<td>Experiences of people in the Dinka tribe</td>
<td></td>
<td>What this shows about the perspective of people in the Dinka tribe</td>
<td></td>
</tr>
<tr>
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<td>Meaning</td>
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</table>
# Part II: Selecting Evidence

1. **Read** the text-dependent question (writing prompt):

   *According to the second excerpt from “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,” how has the war, and specifically the loss of cattle, affected the Dinka?”*

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:
Part II: Selecting Evidence

4. Use your notes from Step 3 above to draft a clear and coherent written response.

According to the second excerpt from “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,” how has the war, and specifically the loss of cattle, affected the Dinka?

5. The war and the loss of cattle have changed the Dinka by...
   (OR) The Dinka have been affected by the war and loss of cattle so that
Title of text: “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps.”

Part I: Gathering Evidence

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?

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

7. 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?
### End of Unit 1 Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes

#### Part 1: Gathering Evidence
What are some similar and different perspectives of people in the Nuer and Dinka tribes?

<table>
<thead>
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<tbody>
<tr>
<td><strong>Experiences of people in the Dinka tribe</strong></td>
<td><strong>Inference/Reasoning</strong></td>
</tr>
<tr>
<td><strong>Quote</strong> “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.”</td>
<td>Meaning <em>Even though the Dinka are in a camp, they celebrate sometimes.</em></td>
</tr>
<tr>
<td><strong>Quote</strong> “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.”</td>
<td>Meaning <em>The Dinka usually give cattle during this ceremony.</em></td>
</tr>
<tr>
<td><strong>Quote</strong> “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”</td>
<td>Meaning <em>Cattle is an important part of the Dinka culture</em></td>
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</table>
**Detail/Evidence**

Experiences of people in the Dinka tribe

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<tr>
<td>“Dinka see the animal as the highest form of wealth.”</td>
<td>Cattle are very valuable to the Dinka.</td>
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<tr>
<td>“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.”</td>
<td>The Dinka have changed their stories because they don’t have cattle anymore. This story changed from being a story about how great the Dinka were, to a story about how God is punishing the Dinka.</td>
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Part II: Selecting Evidence

1. Read the text-dependent question (writing prompt):

   According to the second excerpt from “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,” how has the war, and specifically the loss of cattle, affected the Dinka?”

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

   Example evidence from the text (quote):

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

   Example thinking about this evidence:

   **Cattle is an important part of the Dinka culture.**
Part II: Selecting Evidence

4. Use your notes from Step 3 above to draft a clear and coherent written response.

   According to the second excerpt from “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,” how has the war, and specifically the loss of cattle, affected the Dinka?

5. The war and the loss of cattle have changed the Dinka by...

   (OR) The Dinka have been affected by the war and loss of cattle so that

   The war and the loss of cattle have changed Dinka because they have lost their cattle. Before the war, “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.” Cattle is an important part of Dinka culture. Without cattle, their traditions are changing. “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.” The Dinka have changed their stories because they don’t have cattle anymore. This story changed from being a story about how great the Dinka were, to a story about how God is punishing the Dinka. The Dinka culture has been changed because of the war, and specifically because of the loss of cattle.
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?

What is another image that stays in your mind about how time, culture, or place has affected the people of Sudan?

If you could ask a member of the Dinka or Nuer tribe one question about his or her life, what would you ask? Why?