

Gateway Lab School ELA Unit w/ Summative Assessments

This unit has been created through an adaptation of several resources including the New York Engage Curriculum and Achieve3000 in order to meet the unique needs of Gateway Lab School students. This unit is derived from a 3 Unit Module with an estimated pacing guide of 8 weeks.

Unit Title: Journeys and Survival- Reading Closely and Writing to Learn
Pacing: Unit 1 of 3 - ~ 3-4 weeks
Designed by: Mary Teeter
District: Gateway Lab School
Content Area: English Language Arts
Grade Level(s): 7

Summary of Unit:

In this unit, students will explore the driving 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 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).

Integrated throughout this unit, is project based learning. Working with a team, students will be asked to tell the story about the people and places around the world. They will be photographers, interviewers, authors, and overall journalists in this project. Each member of the team will investigate cultural stories that will be packaged and presented as a photo essay with audio recordings.

Throughout this unit, students build their ability to read closely and to analyze textual evidence in their 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.

Stage 1: Desired Results
What students will know, do, and understand

Common Core State Standards:

CCS Standards: READING-Literature	Long-Term Learning Targets
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of literary text.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can analyze the development of a theme or central idea throughout a literary text.
<ul style="list-style-type: none"> • R.L.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 	<ul style="list-style-type: none"> • I can determine the meaning of words and phrases in a literary text (figurative, connotative, and technical meanings).
<ul style="list-style-type: none"> • RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 	<ul style="list-style-type: none"> • I can analyze how an author develops and contrasts the points of view of characters and narrators in a literary text.
<ul style="list-style-type: none"> • R.L.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 use fiction or alter history. 	<ul style="list-style-type: none"> • I can compare and contrast a fictional and historical account of a time, place, or character.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can read grade-level literary texts proficiently and independently. • I can read above-grade-level texts with scaffolding and support.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can make connections between a novel and other informational texts.

CCS Standards: READING-Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can cite several pieces of evidence to support an analysis of informational text.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can objectively summarize informational text.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings).
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can determine an author's point of view or purpose in informational text.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can read grade-level informational texts proficiently and independently. I can read above-grade-level texts with scaffolding and support.

CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 	<ul style="list-style-type: none"> I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.
<ul style="list-style-type: none"> W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. 	<ul style="list-style-type: none"> I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense.
<ul style="list-style-type: none"> W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed.

<ul style="list-style-type: none"> 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 and paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<ul style="list-style-type: none"> I can select evidence from literary or informational texts to support analysis, reflection, and research.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can adjust my writing practices for different time frames, tasks, purposes, and audiences.

CCS Standards: Speaking and Listening	Long-Term Learning Targets
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study. 	<ul style="list-style-type: none"> I can analyze the main ideas and supporting details in different media and formats.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation).

CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 	<ul style="list-style-type: none"> I can use correct grammar and usage when writing or speaking.
<ul style="list-style-type: none"> L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ul style="list-style-type: none"> I can use correct capitalization, punctuation, and spelling to send a clear message to my reader.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can use a variety of strategies to determine the meaning of unknown words or phrases.
<ul style="list-style-type: none"> L.7.5. Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings. 	<ul style="list-style-type: none"> I can analyze figurative language, word relationships, and nuances in word meanings.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can accurately use seventh-grade academic vocabulary to express my ideas. I can use resources to build my vocabulary.

Big Idea(s) Unit 1 of 3:

- 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.
- 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.
- Authors of fiction both draw on and elaborate on historical facts to convey their ideas about what it was like to be alive during that time.
- Good readers "close read" by taking notes, summarizing, re-reading, reading for the "gist", using the text to answer questions, and paying attention to vocabulary.

Instructional Focus Unit 1 of 3:

- Building background knowledge
- Gathering evidence about point of view in a literary text
- Connecting information with literature
- Understanding the development of a theme
- Effective Discussions
- Writing Process
- Summarizing/Inference/Predictions
- Close Reading

Unit Essential Question(s):

- 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 character's perspectives?

Texts and Resources

- Linda Sue Park, *A Long Walk to Water* (Boston: Sandpiper by Houghton Mifflin Harcourt, 2010) ISBN: 978-0-547-57731-9
- "Life and Death in Darfur: Sudan's Refugee Crisis Continues," *Current Events*, April 7, 2006 (text about Lost boys)
- Karl Vick, "Sudanese Tribes Confront Modern War," *Washington Post Foreign Service*, July 7, 1999 (excerpts)
- Stephen Buckley, "Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps," *Washington Post Foreign Service* August 24, 1997 (excerpt)

Achieve3000 Informational Texts Included:

Note: Achieve 3000 is used in a rotation model to allow students to move between the use of technology, which allows them to learn new material at their own pace, face-to-face instruction with teachers in a classroom environment, and independent/collaborative work. Students rotate based upon a fixed schedule between online learning, interaction with their teacher, and collaborative/independent practice. Articles are differentiated at each individual's lexile level. Students typically complete a five-step literacy program with two articles a week.

"Finding Peace in Sudan"

"My World in Words"

"Global Conflicts: Teens Save a Hero's Story"

"Peace has its Price"

"Man Changes Lives in Sudan"

"The Poor Need More"

"Women's Group Speaks Out for Darfur"

"Water Worries"

End Note: There are other non-fiction supporting texts (e.g., photographs, video clips, news articles, movies) for this unit, ramping up the text complexity.

Stage 2- Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Performance Task:

1. **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 then 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. (End of Module)
2. **Mid-Unit 1 Assessment: Identifying Perspective and Using Evidence from *A Long Walk to Water*-** Students will complete a graphic organizers 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. However, if necessary, students may dictate their answers to an adult.
3. **End of Unit 1 Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes-** 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.

Rubric(s):

- Use the DE Writing Rubrics to assess students' written responses on End of Unit 1 Assessment http://www.doe.k12.de.us/aab/English_Language_Arts/writing_rubrics.shtml
- Use the "Informative Thought Question Rubric" below to assess student written responses on Achieve3000 http://portal.achieve3000.com/activities/rubrics.php?rubric_id=88&c=65
- Use the "Discussion Rubric" attached at the end to assess student's ability to effectively participate in class discussions throughout the unit
- Use the "Performance Task Guidelines" attached at the end to assess student's end of the module ability to cite textual evidence

Additional Evidence/ Student Self Assessment :

- Daily, weekly on-going checks for understanding (e.g. Exit slips, quizzes, vocabulary, literary, grammar, spelling, mechanics tasks)
- Routine writing, such as short constructed responses to text-dependent questions and journal entries
- On-going assessment through graphic organizers (I notice/ wonder note-catcher, reader's notes, gathering evidence graphic organizer, text annotations, world cafe charts, pre-writing ideas, written self reflection)

Stage 3- Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals:

Daily Lessons:

Each day students will respond to a journal entry prompt. Here is an overview:

Mondays- LITERARY TERMS/ ROOTS: Students will be introduced to a new literary term AND a Greek or Latin Root at the start of each week using modern examples. We will add these words to our classroom "Tree of Knowledge" as we begin to learn them.

Tuesdays- ETHICAL DILEMMAS: Students will be presented an "ethical dilemma" to discuss with small and whole groups. This allows them to practice discussion and debating skills.

Wednesdays- QUOTE OF THE WEEK: Students will be shown a challenging and inspirational quote. They will respond to the quote in their journals by explaining what they think the quote means and how it relates/applies to their own lives.

Thursdays- VIDEO JOURNAL: Students will watch a modern and relevant video clip and respond in writing to a related writing prompt.

Day-to-Day Plans:

Before Reading/Opening: Opening of lessons are designed to engage the student and introduce learning targets.

During Reading/Work Time: Students will be asked to work independently or collaboratively toward meeting daily learning targets.

After Reading/Closing: Students will be given time at the end of each lesson to debrief, revisit learning targets, and reflect.

Below is an overview of each lesson in this unit. Teaching notes and Students Needs are addressed.

Lesson 1 Unit 1: Reading the Map and Beginning Chapter 1

Opening: 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. The teacher should NOT reveal specific details to students about topic of study. The teacher will:

1. Tell students that they will begin a long-term study of a topic.
2. Explain that students will be asked to think and talk about a few scenarios that relate to the topic of study. In order to do this they must be able to "effectively participate in discussions" with classmates.
3. Post the learning target "I can effectively participate in discussion with my classmates".
4. Invite students to turn to their "A-Day Partner" (established previously) and discuss "what it means to 'effectively participate in a discussion'." Students will briefly share out their thinking.
5. Distribute Discussion Scenarios to each pair of student.
6. Students will Think, Pair, Share in response to the scenarios.
7. Introduce and Deconstruct any additional learning targets.

(Scenario Example: 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?)

Work Time: Students are asked to "determine the meaning of visual representations on a map" and "read for the gist as we begin Chapter 1 in *A Long Walk to Water*".

1. Teacher will distribute an "I Notice/I Wonder Note-Catcher" to each student and project it on a document camera.
2. Teacher will model how to use chart appropriately.
3. Students will open their novels to the image of the map on the front title pages and complete chart.
4. Class will review together and make predictions/inferences about the contents of the novel.
5. Teacher will distribute "Reader's Notes" graphic organizer.
6. Teacher will read the first section of the novel aloud as students follow along.
7. Teacher will call on students to summarize frequently and add to their reader's notes by taking notes, making inferences, and predictions.

Closing: Students are asked to reread daily learning targets.

1. Students will turn and talk with partners and discuss the following question: "When working with a partner, what are important expectations you should have for one another".
2. Teacher will display "Partner Talk Expectations" anchor chart.
3. After a few minutes of discussion, teacher will bring students back to whole group and invite partners to share what they believe is the most important expectations they agreed upon.

Lesson 2 Unit 1: Establishing Structures for Reading: "Getting the Gist"

Opening: 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 this learning target in the first few lessons with explicit feedback from the teacher. This lays a strong foundation for students to build their close reading skills. The teacher will:

1. Read the day's learning targets: "I can effectively participate in discussion with my classmates", "I can determine the central ideas of Chapter 1 in *A Long Walk to Water*"
2. Emphasize how important it is for every person in the class to develop skills over time, noting Partner Talk Expectations from previous lesson and using "Reader's Notes" as evidence for meeting their second learning target.
3. Remind students that in previous lesson they were introduced to a major character in the novel, Nya. Today they will learn about a second character, Salva and reread Ch. 1 to "get the gist".
4. Display "Things Close Readers Do" anchor chart: and add "get the gist of what a text is about"

Work Time: Students are asked to "get the gist of Ch. 1".

1. Students will have their "Reader's Notes" with them as the teacher reads Ch.1 aloud (as students follow along).
2. Students will fill in Reader's Notes as teacher reads aloud, pausing frequently to allow students to complete work.
3. Students will share their notes with the class and be asked to summarize the main ideas in Ch. 1.

Closing: Students are asked to reread daily learning targets.

1. Prompt students to self-assess their ability to meet their learning targets in a "Fist to Five" protocol.
2. Students should complete an exit ticket that will give evidence about their progress "Looking at the opening map from *A Long Walk to Water*, What do you notice about the map and route? List in order the different environments that are on the route from the village of Loun-Ariik to Kakuma.

Lesson 3 Unit 1: Inferring about Character: Analyzing and Discussing Points of View

Opening: In this lesson, students continue to practice "getting the gist" through continued use of Reader's Notes and an additional discussion activity. Students are introduced to a new learning target. The teacher will:

1. Read the day's learning targets: "I can determine the central ideas of Ch. 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*", and "I can effectively engage in discussions with my classmates about our reading".
2. Students will Think, Pair, Share about what each learning target means. They will use the strategy of looking for key words and thinking about their meaning. The teacher should instruct them to focus on the phrase "point of view", and define it as a character's perspective, position, or experience.
3. Ask students "What do you expect to be doing as readers in order to meet this learning target?"
4. Listen for students to say things like "pay attention to Nya and Salva".

Work Time: Students are asked to read Chapter 2 and focus on Nya's and Salva's stories.

1. Students will independently read Chapter 2 and complete Reader's Notes.
2. Students will be asked to respond to discussion questions in a Back to Back and Face to Face Protocol.
3. Explain to students that close readers use the text to answer questions and add this to the Things Close Readers Do anchor chart.
4. Teacher will display and read discussion questions to the class.
5. Students will stand back to back with partner as they think about their response. When prompted, they will turn face to face with their partner and discuss their thoughts.
6. Teacher will ask partners to share with the whole group their collaborative response. Students will switch partners for each discussion question.

Questions Sample: 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? Support your answer with evidence from the text.

Closing: Students are asked to revisit daily learning targets.

1. Students will be asked to assess themselves on their ability to meet the learning targets in a Fist to Five Protocol.
2. Students will respond to an exit ticket: "Describe one way that Linda Sue Park has created different points of view for Nya and Salva. How are the two characters different?."

Lesson 4 Unit 1: Building Background Knowledge and Citing Evidence

Opening: This lesson is derived from the Achieve3000 program and has been integrated into the ELA curriculum. In this lesson, students will build background knowledge about their topic of study through an informational article. In addition, students will focus on the strategy of citing evidence. The teacher will:

1. The teacher will display a "poll statement" to the class:
"Some people say that the UN should have punished the Sudanese government for allowing so many people to be killed. They think countries around the world should refuse to buy oil from Sudan."
2. The teacher will explain to students that the purpose for today's lesson is to collect evidence to support an opinion. Each student should select a response to the poll question:

Yes, the Sudanese government should be punished.
No, this is an unfair punishment.

Work Time: Students will complete the 5-step routine at their level. As they use the graphic organizer, students can also write notes in the Reading Connection called Setting the Purpose. Their notes will pull over into their Thought Question, where they can be used to create a draft response.

1. Students will read the article "Finding Peace in Sudan" independently, taking notes on a graphic organizer.
2. Students will answer activity questions independently.
3. Students will respond to a thought question using the evidence from their graphic organizer to support their answer. They will use the ACE QUESTION PROTOCOL (attached) for answering the thought question.
4. The teacher will display the "stretch" article and read aloud to students.
5. Students will add evidence from the stretch article to their graphic organizer.
6. Students will revise their thought question to include this new information.

Closing:

1. The teacher will revisit the day's learning targets.
2. The students will respond to an exit ticket question: *What additional information have you learned about the Sudan Civil War?*

Lesson 5 Unit 1: Establishing Structures for Reading- Gathering Evidence

Opening: In this lesson students reflect on the importance of re-reading texts in order to analyze a passage closely. The lesson introduces students to one of the module Guiding Questions, which will help focus their work throughout the module. This lesson includes explicit instruction about inferring, which is the heart of the work students will be doing with a graphic organizer as they continued to work through the novel. The teacher will:

1. Share the learning targets with the students: "I can cite several pieces of text-based evidence to support my analysis of Nya's and Salva's characters in *A Long Walk to Water*" and "I can analyze how Linda Sue Park develops and contrasts the points of view of Nya and Salva in *A Long Walk to Water*".
2. Explain to students that they will focus on the first learning target of citing text-based evidence today. The teacher should ask students to Think, Pair, Share about the meaning of the word "citing" and clarify for understanding.
3. The students should also think about the term "evidence".
4. Students should work in their "B Day Partners" today (established previously).

Work Time: The teacher will introduce the Guiding Question "How do culture, time, and place, influence the development of identity?".

1. The teacher will underline the terms "culture" "time" and "place" and ask students to break down each word using their prior knowledge or understanding of each. Questions a teacher may ask include:
 - a. What are examples of how someone's culture shapes their identity?
 - b. What are two examples of how the time period in which someone lives shapes their identity?
 - c. What is one example of how the physical place in which someone lives shapes their identity.
2. The teacher should provide examples throughout discussion:
 - "In the Jewish culture, families celebrate Jewish holidays like Passover, which is a celebration of freedom of all people. Therefore, some Jewish people grow up with a greater appreciation for their freedom.
 - "My parents grew up in the time period before computers were popular. Today, she struggles with technology and prefers to do things by hand".
 - "I grew up on a farm in the south and it was important to my family that we work for our food. We had to help pick the green beans if we wanted them for dinner that night, for example. This gave me a greater appreciation for hard work and make me independent."
3. Once students have broken down the Guiding Question, the teacher will provide each of them with a "Gathering Evidence" graphic organizer.
4. In the first column, students will gather "details/evidence" or direct quotes from the novel.
5. In the second column, students will "infer" what this quote means in reference to the guiding question.
6. The teacher will read Chapter One of *A Long Walk to Water*, aloud, with the students. He/She will pause frequently and model how to gather evidence and make inferences.
7. Students will independently read chapter two and complete an additional "gathering evidence" graphic organizer.

Closing:

1. The teacher will revisit and reread the learning targets, asking students to reflect on their ability to cite evidence.
2. The teacher will explain that they are making progress towards these targets and will begin to use these strategies of re-reading and gathering evidence more often. These will be added to the "Things Close Readers Do" anchor chart (displayed on the wall in the classroom).
3. Students will complete an exit ticket. They should circle one row on their Gathering Evidence graphic organizer that they think best exemplifies their ability to analyze how Linda Sue Park develops and contrasts Nya and Salva's point of view. They must explain why they selected this evidence. Students may benefit from a sentence starter "I think this example shows my abilities to cite evidence because..."

Lesson 6 Unit 1: Making Text-to-Text Connections and Citing Evidence

Opening: This lesson is derived from the Achieve3000 program and has been integrated into the ELA curriculum. In this lesson, students will make text-to-text connections about their topic of study through an informational article. In addition, students will focus on the strategy of citing evidence. The teacher will:

2. The teacher will display a "poll statement" to the class:

Should the U.S. send troops to Sudan to help stop the fighting?

Yes, the U.S. should help Sudan by sending troops. That way, the people there don't have to live with violence for too much longer.

No, the U.S. has promised money, and that's enough. It shouldn't send troops into a conflict that it is not involved in.

3. The teacher will explain to students that the purpose for today's lesson is to collect evidence to support an opinion. Each student should select a response to the poll question.

Work Time: Students will complete the 5-step routine at their level. As they use the graphic organizer, students can also write notes in the Reading Connection called Setting the Purpose. Their notes will pull over into their Thought Question, where they can be used to create a draft response.

7. Students will read the article "Peace Has Its Price" independently, taking notes on a graphic organizer.
8. Students will answer activity questions independently.
9. Students will respond to a thought question using the evidence from their graphic organizer to support their answer. They will use the ACE QUESTION PROTOCOL (attached) for answering the thought question.
10. The teacher will display the "stretch" article and read aloud to students.
11. Students will add evidence from the stretch article to their graphic organizer.
12. Students will revise their thought question to include this new information.

Closing:

3. The teacher will revisit the day's learning targets.
4. The students will respond to an exit ticket question: What text-to-text connections can you make between "Peace Has Its Price" and "A Long Walk to Water"?

Lesson 7 Unit 1: Practicing Structures for Reading-Gathering Evidence about Salva's and Nya's Points of View

Opening: In this lesson, students continue to practice gathering evidence from the text to support their understanding of character point of view. Teachers should gauge how well students are mastering by referring to their work in graphic organizers. It may be a good idea to identify strong examples of students' work to show students. The teacher will:

1. Introduce the learning targets: "I can cite several pieces of text-based evidence" and "I can analyze how Linda Sue Park develops and contrasts points of view of Nya and Salva in *A Long Walk to Water*".
2. The teacher will remind students that they have already practiced these learning targets in a previous lesson and today they will strengthen this practice.

Work Time: Students will read Chapter 3 for the "gist" and take reader's notes. (This may be done in class or as a previous night's homework assignment). Teacher will then:

1. Direct students to share their notes with their "B Day Partner". After speaking with their partners, they should add any new notes they gathered from collaboration.
2. The teacher will project strong and weak examples of "details/evidence" from students.
3. Students will Think, Pair, Share about the qualities of a strong example and the qualities of a weak example.
4. Together, the class will create a rubric for their future work in citing text-based evidence.
5. Students will then be directed to re-read and gather evidence from chapter 3.

Closing:

1. The teacher will ask students to revisit and reflect on the day's learning targets.
2. Students will answer an exit ticket about regarding important vocabulary words such as:
 - "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?"
 - "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?"

Lesson 8 Unit 1: Building Background Knowledge- The Lost Boys of Sudan

Opening: This lesson is based on a short informational text. Students are further prompted to read closely in order to understand vocabulary in context. 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". Before this lesson, the teacher will have written individualized feedback on students' exit tickets. The teacher will:

1. Distribute the individualized feedback from students' exit tickets and give students a chance to review your written descriptive feedback. All students should use the feedback to prepare for an upcoming Mid-Unit Assessment.
2. Introduce today'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." and "I can make connections from the text "Time Trip: Sudan's Civil War" to the novel *A Long Walk to Water*."
3. Explain to students that today students will continue to practice gathering evidence. The text they will read is a short article that will help them understand more about Salva's experience.

Work Time: The teacher will explain that students will read the short informational text to build background knowledge about Sudan's civil war. The teacher will tell students that having this background knowledge will help them better understand the novel, its characters, and their points of view.

1. The teacher will display the "Things Close Readers Do" anchor chart which now includes:
 - "Get the gist of what the text is about"
 - "Using the text to answer questions"
 - "Reread the text"
 - "Gather evidence from the text"
2. The teacher will direct student attention to the chart and ask students to turn to their "A Day Partners" and discuss the following: What do you anticipate we will do as readers to understand the text? A few pairs should share out their thinking and clarify what each of these mean. (getting the gist means understanding the text, for example).
3. The teacher will distribute the text "Time Trip: Sudan's Civil War".
4. The teacher will display the article on a document camera and read it aloud to students as they read silently in their heads.
5. The teacher will 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?"
6. Refocus students whole group and ask them to reread silently and make notes along the edges of the text. Explain that these notes are called "text annotations". The teacher may read the first paragraph aloud and model for students how to take notes in the margins.
7. The teacher will then post three key vocabulary terms and the following text-dependent questions on the board:

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?

8. The teacher will tell students that it is fine if they don't know all the answers at this point and remind them that rereading is a thing "close readers do". They will read and reread this article to find answers to these questions.
9. The teacher should consider dividing the class into small groups, with each group focusing on one question. Students should re-read and annotate with the question set in mind.
10. Students will share their responses and the teacher will clarify for understanding.

Closing:

1. The teacher will revisit the learning targets and ask students to reflect on their ability to meet these expectations.
2. Exit Ticket: How does Salva's story relate to this article? Be sure to cite evidence from the text to support your thinking.

Lesson 9 Unit 1: Practicing Structures for Reading-Gathering and Using Evidence to Analyze Salva's and Nya's Points of View

Opening: This lesson acts as a culmination of practices in close reading that have been building since Lesson 1. The teacher will:

1. Introduce the learning targets: "I can cite several pieces of text-based evidence" and "I can analyze how Linda Sue Park develops and contrasts points of view of Nya and Salva in *A Long Walk to Water*."
2. The teacher will point out that these learning targets are familiar, and that students will use today's lesson as a final practice before a graded Mid-Unit Assessment.

Work Time: The teacher will ask students to work in small groups or partners to read and annotate Chapter 4 of *A Long Walk to Water*. The students will share their ideas after completion. The teacher will then:

1. Distribute a new copy of the "Gathering Evidence" graphic organizer (with text-dependent questions) to each student and project it on a document camera.
2. The teacher will ask that all students open to page 20 in their novels and reread the first paragraph of chapter 4, using the graphic organizer to collect evidence in reference to their guiding question.
3. Students will then turn their attention to text-dependent questions for chapter 4. The students will take five minutes to independently answer the question. After completion, a couple of students may share their responses.
4. The teacher should prompt students to describe how they selected their answers and clarify when needed.
5. The teacher should model how to respond to discussion questions using "ACE" format (see attached).

Closing:

1. The teacher will reread the day's learning targets.
2. The teacher will ask students to once again look at the "Things Close Readers Do" anchor chart. Ask students if they experienced any new practices or strategies that can be added to the list. One example that can be added is "using the text to answer text-dependent questions".
3. The teacher should provide students with extra study materials for the Mid-Unit Assessment.
4. Exit ticket: Which learning target do you need extra clarification or practice on?

Students will be asked to work with Chapter 5 in a homework study guide

Lesson 10 Unit 1: Mid-Unit Assessment: Gathering and Using Evidence to Analyze Points of View in A Long Walk to Water

In this lesson, students complete a Mid-Unit Assessment. This task calls upon students to employ the practices of close reading that they have been practicing in previous lessons.

Lesson 11 Unit 1: Inferring about Character: World Cafe to Analyze and Discuss Points of View

Opening: 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.

1. The teacher will congratulate students on their focused work on the mid-unit assessment and share with students a realistic and respectful timeline in which they can expect that their graded work will be returned to them.
2. The teacher will introduce the learning targets: "I can cite several pieces of text-based evidence to support my analysis of Nya's and Salva's character".
3. The teacher will remind students that this learning target was a big part of their Mid-Unit Assessment.
4. The teacher will 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", and "I can select ideas from my notes to support my analysis of the characters Nya and Salva".
5. The teacher will read aloud to remind students about the Guiding Questions, "How do culture, time, and place influence the development of identity?"
6. Explain to students that they will synthesize their current understanding of the characters Nya and Salva, and begin to organize their ideas for some upcoming writing.

Work Time: Students will be involved in a Word Cafe Discussion Protocol in groups of three, which can be difficult to explain through written instructions and visual cues. Students benefit from guided prompts along the way. The protocol intentionally moves at a fast pace as students rotate through a series of three questions. Students will need the novel, Readers Notes, Gathering Evidence Organizers, a recording chart, marker, and one table card prompt. Because students will be interrupted in the midst of the World Cafe protocol, it's important to remind students of the agreed-upon signal that the teacher will use to respectfully get their attention. (We use a chime).

Round 1:

-Ask each triad to choose a student to be the "Recorder" for the first round (if necessary, assign these roles beforehand). 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").

-After 3 minutes, use the signal to get students' attention. Explain the transition that they will do momentarily:

- The Recorders will stay seated at the table where they have been working.
- 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.

-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.

-Allow students 15 minutes to work with the text on their own.

-Ask students to fill in top box of their worksheet, which asks for their ideas about the lesson of the story.

Round 2:

-Round I Recorder will remain at his/her original table, while other students will transition.

-The Round I Recorder will summarize the conversation that happened and a new recorder will be chosen. The new group reads the question on their table card prompt, then begins a discussion about that question.

-Students should use their Reader's Notes, Gathering Evidence organizers, and the novel to support their discussions. Round II Recorders should take notes. After about 3 minutes, teacher should use the signal to get student's attention and remind them of the transition:

1. Round II Recorders will stay seated at the table 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.

Round 3:

-Students will repeat the process from Round II. After 3 minutes, the teacher will signal for attention and students will transition once again.

-When finished, recorders will bring their recording charts to the front of the room and post them so that they are visible to all students.

Students will review what they have learned about the two main characters, Nya and Salva. They will each receive a "Pre-writing" graphic organizer. For today, students will focus on the top part of the organizer. They will work silently for a few minutes to write a few ideas about what they have learned about Nya's and Salva's character-- specifically how culture, time, or place have influence the character.

Closing:

1. The teacher will review the learning targets with students and reflect on what they have accomplished in the lesson with a self-reflection exit ticket.

Lesson 12 Unit 1: Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s

Opening: This lesson is derived from the Achieve3000 program and has been integrated into the ELA curriculum. In this lesson, students will build background knowledge about their topic of study through an informational article. In addition, students will focus on the strategy of citing evidence. The teacher will:

1. Share the 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"
"I can use context clues to determine word meanings".
2. Teacher will remind students that *A Long Walk to Water* is based on a true story, and the text they will be reading during the next few lessons will tell us more about that true story. Students have read Chapters 1-5 of the novel and have learned about Southern Sudan in the 1980s and 2008. Over the next few lessons, they will build more background knowledge about that time and place. Students should be reminded of the Guiding Question: "How do culture, time, and place influence the development of identity?" and review the "Things Close Readers Do" anchor chart.
3. Students will be placed in their "A Day Partnerships". The teacher will read the first part of Chapter 6 in *A Long Walk to Water* (Nya's story) to students aloud.
4. Students should turn and talk: "Why is Nya scared of the Dinka? And why is Salva scared of the Nuer?"
5. Students may share in whole group and the teacher will explain to students that, they will now read some challenging informational text to help them more fully understand Nya's and Salvat's points of view.
6. The teacher will distribute and read aloud excerpt 1 of "Sudanese Tribes Confront Modern War": Vocabulary to Support Understanding" and "Sudanese Tribes Confront Modern War". Students should skim the article and make note of the words in bold.
7. Explain to students that today they will focus on just Excerpt 1 and ask them to turn and talk about strategies they know to use for figuring out challenging words in a text. Clarify if needed. (mini-lesson may be needed to support)
8. Teacher will read aloud Excerpt 1 while students read in their heads. Students should focus on the bolded vocabulary and discuss with their partners which words they have figured out.
9. Refocus students whole group and invite volunteers to share out what words they figured out. Clarify as needed.
10. Explain to students that they will not read the text again by themselves for the "gist". They should remember to annotate. The teacher may probe with questions:

"What does the word 'both' refer to in paragraph 1? Why does the author use the word 'both' four times?"

"In your own words, what does the last sentence of paragraph 2 mean?"

"In paragraph 3, what does the word 'phase mean?' When did things begin to change?"

Closing:

1. Students will revisit the learning target.
2. Exit ticket: Students will use their gathering evidence organizer to select two quotes from the informational text that reflect their understanding of culture, time, and place. They will explain what they think each quote means.

Lesson 13 Unit 1: Building Background Knowledge-The Dinka and Nuer Tribes

Opening: This lesson follows the basic pattern of the previous lesson, but with Excerpt 2 of the same article.

1. The teacher will share the learning targets: (same as previous lesson)
2. Students will work in "B Day Partners"

Work Time: Before beginning students will briefly review the gist and evidence collected from "Sudanese Tribes Confront Modern War" Excerpt 1.

1. Students will respond in writing to one key text-dependent question: "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?"
2. The teacher will collect students' written responses, then ask for the answer verbally.
3. Students should know 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".
4. The teacher will pass out Excerpt 2 and explain to students that they will focus on the second part of the article.
5. Students should review the article and notice the time period it reflects 1991-present relates most directly to Nya's experiences.
6. The teacher will read Excerpt 2 aloud as students read silently in their heads. Students should pay close attention to bolded words.
7. Students should then discuss and annotate words they have figured out and gather any evidence relating to time, culture, and place.

Closing:

1. The teacher will reread the learning targets and turn students attention to the "Things Close Readers Do" anchor chart.
2. The teacher will ask students to suggest any additional practices that can be added to the chart before leaving such as "determine vocabulary in context".

Lesson 14 Unit 1: Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s

Opening: This lesson follows the basic pattern of previous lessons with Excerpt 2 of the same article.

1. The teacher will share learning targets aloud and students will recognize these targets from previous lessons.
2. Students will work in "A Day Partners" and should be reminded of "Partner Talk Expectations".

Work Time: Students will review their notes from the previous day's lesson and "think" about the gist of excerpt 2. Students will share their ideas so that they can help each other make sense of the text. Teacher will clarify when needed.

1. The teacher will ask students to focus on the question: "In paragraph 4, how does the second sentence help you understand the phrase 'the fault line was tribal'?" Students will Think, Pair, Share.
2. This process will be repeated for additional questions: "What could the elders do?" "What is the main idea of excerpt 2?"
3. Students will re-read excerpt 2 and teacher will check for understanding with a 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?"
 4. The teacher will collect written responses, then ask for the answer verbally.

Closing:

1. The teacher will reread the learning targets and students will reflect.
2. Explain to students that they now know a lot about the Dinka and Nuer tribe and will begin selecting evidence from our readings to support our writing about the experiences of the people of South Sudan.
3. Students will receive a "Selecting Evidence" organizer that corresponds with the article. Students will read an example at the top of the page, and turn to a partner to discuss what is included in the process of selecting evidence.
4. Students will share in whole group and the teacher will tell students that in the next lesson they will start this process.

Lesson 15 Unit 1: Building Background Knowledge- The Dinka Tribe

Opening: This lesson follows a similar pattern to previous lessons as students continue to build close reading skills and background knowledge. This lesson includes guided practice in summarizing.

1. The teacher will share the learning targets out loud: (same as previous).
2. Remind students that today they will start writing about their understanding of the experiences of the Dinka and Nuer tribes of South Sudan. They will use their annotated texts and "Selecting Evidence" graphic organizer.
3. The teacher will note that they will get a chance to show what they know about reading closely for evidence today and post a sentence from Chapter 1 page 2 of *A Long Walk to Water*: "Salva's father was successful man. He owned many head of cattle and worked as their village's judge--an honored, respected position." The teacher will ask: -"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?"
4. The teacher will distribute another article "Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps". Students should skim the article and focus on bolded words.

Work Time:

1. The teacher will read aloud the article as students read to themselves, pausing frequently to annotate.
2. After reading all eight paragraphs, students should turn and talk about their annotations.
3. Refocus to whole class and ask students to share their thoughts on paragraph 1. Ask students "what words in this paragraph signaled to you that it was mostly about a celebration?"
4. Repeat with paragraph 2, probing with questions "How do you know what the dowry was supposed to be?"
5. Repeat with paragraphs 3-8.
6. When finished, invite students to summarize the article. The teacher should model writing the summary and students should make and keep a copy of their own.

Closing:

1. Turn students attention to "Things Close Readers Do anchor chart" and invite the class to suggest any additional strategies that should be added.
2. Students will complete an exit ticket: 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?

Lesson 16 Unit 1: End of Unit Assessment- Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes

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 the 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 have practiced.

Additional Information

Vocabulary Study

- cite
 - text-based evidence
 - quote
 - analysis
 - culture
 - time
 - place
 - influence
 - development
 - identity
 - inference
 - annotations
 - point of view
- .context
 - .perspectives
 - .summarize

Academic Vocabulary from Texts

- aimless
 - halted
 - bush
 - rebels
 - scattered
 - hesitated
 - scurried
 - protested
 - horizon
 - gourd
 - ritual
 - flinched
 - uncertainty
 - artillery
 - entrenched
 - grueling
 - dehydration
 - terrain
 - sorghum
 - scrub
- .woodland
 - .stunted
 - .unripe
 - .luscious
 - .temporal
 - .mystical
 - .raiding
 - .hoary
 - .intruders
 - .imposed
 - .adhere
 - .fault line
 - .topple
 - .coup
 - .roughshod
 - .dysfunction
 - .assault
 - .guerrillas
 - .displaced
- .ululating
 - .compound
 - .dowry
 - .marred
 - .negotiations

Vocabulary Strategy: Context Clues- Context Clues are hints that the author gives to help define a difficult or unusual word. The clue may appear within the same sentence as the word to which it refers, or it may follow in a preceding sentence. Because most vocabulary is gained through reading, it is important to be able to recognize and take advantage of context clues.

Differentiation

1. Teachers should consider providing nonlinguistic symbols to assist ELLS in making connection with vocabulary. For example, two people talking for discuss, a pen for record, a magnifying glass for details, a light bulb for main idea.
2. Modeling provides a clear vision of expectations.
3. Scaffolded graphic organizers with sentence starters may be provided for some students.
4. Varying methods of response makes tasks accessible to all students.
5. Reader's Notes serve as necessary scaffolding throughout this module.
6. Anchor charts provides visual cues for students.
7. Struggling readers may be paired with strong readers.
8. Direct instruction of learning targets and frequent checks for understanding are provided throughout this unit.
9. Breakdown of vocabulary words may be necessary throughout unit.
10. Speech to text software is available for students with writing needs.
11. Achieve 3000 articles are set to individual student lexile levels.

Brain Breaks: Brain breaks are designed to be short in duration, which allows students a chance to move and refocus their attention. Gateway Lab School understands the need for breaks throughout lessons. Examples:

Matrix: Students move into each others' positive and negative space in dance-like movements. They avoid touching one another by bending, twisting, and moving around silently.

Zumba: Using GoNoodle.com, students dance around to modern and popular music.

Name Moves: Students stand behind their chairs. In turn, each student says his or her name accompanied by a special movement. For example a student might say, "Kayla!" while dramatically dropping to one knee and doing Jazz Hands. After the student does his or her move, the rest of the class says the students name in unison and imitates the move. Then it is the next student's turn.



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



Name: _____

Date: _____

**Mid-Unit 1 Assessment: Identifying Perspective and Using Evidence from
A Long Walk to Water (Chapter 5)**

5. 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.

6. 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?

Detail/Evidence What Salva or Nya thought, said, or did	Page	Inference/Reasoning What this shows about how culture, time, or place influenced Salva's or Nya's Identity	Used in your writing?
Quote (About Nya or Salva?) 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)		Meaning (Related to culture, time, or place?) Nya lives in a very dry part of Sudan. Because of this place, she has to walk a long distance with her family, and live somewhere else for part of the year. This moving around affects her. I think she feels sad to be far from home.	



Detail/Evidence What Salva or Nya thought, said, or did	Page	Inference/Reasoning What this shows about how culture, time, or place influenced Salva's or Nya's identity	Used in your writing?
<p>Quote (About Nya or Salva?)</p> <p>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)</p>		<p>Meaning (Related to culture, time, or place?)</p> <p>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.</p>	
<p>Quote (About Nya or Salva?)</p> <p>Nya: "Waiting for water. Here, for hours at a time. And every day for five long months, until the rains came and she and her family could return home." (p. 27)</p>		<p>Meaning (Related to culture, time, or place?)</p> <p>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.</p>	



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?			
Detail/Evidence What Salva or Nya thought, said, or did	Page	Inference/Reasoning What this shows about how culture, time, or place influenced Salva's or Nya's identity	Used in your writing?
Quote (About Nya or Salva?) Salva: "Salva's eye was swollen shut." (p. 27) "It was worth it, Salva thought as he touched his eye gingerly." (p. 28)		Meaning (Related to culture, time, or place?) 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."	



Detail/Evidence What Salva or Nya thought, said, or did	Page	Inference/Reasoning What this shows about how culture, time, or place influenced Salva's or Nya's identity	Used in your writing?
<p>Quote (About Nya or Salva?)</p> <p>[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)</p>		<p>Meaning (Related to culture, time, or place?)</p> <p>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.</p>	
<p>Quote (About Nya or Salva?)</p> <p>Salva: "The boy spoke Dinka but with a different accent." (p. 29)</p>		<p>Meaning (Related to culture, time, or place?)</p> <p>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.</p>	



Detail/Evidence What Salva or Nya thought, said, or did	Page	Inference/Reasoning What this shows about how culture, time, or place influenced Salva's or Nya's identity	Used in your writing?
<p>Quote (About Nya or Salva?)</p> <p>Salva: "Salva's eye was swollen shut." (p. 27)</p> <p>"It was worth it, Salva thought as he touched his eye gingerly." (p. 28)</p>		<p>Meaning (Related to culture, time, or place?)</p> <p>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."</p>	



**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."



Name: _____

Date: _____

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?

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

Detail/Evidence Experiences of people in the Dinka tribe	Page	Inference/Reasoning What this shows about the perspective of people in the Dinka tribe	Used in your writing?
Quote		Meaning	
Quote		Meaning	
Quote		Meaning	



Detail/Evidence Experiences of people in the Dinka tribe	Page	Inference/Reasoning What this shows about the perspective of people in the Dinka tribe	Used in your writing?
Quote		Meaning	
Quote		Meaning	



Part II: Selecting Evidence

1. Read the text-dependent question (writing prompt):
<p>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?"</p>
2. Review your Gathering Evidence graphic organizer and select evidence (quotes) from the left-hand column.
<p>Example evidence from the text (quote):</p>
3. Copy or explain more about your inference/ reasoning related to that evidence from the right-hand column.
<p>Example thinking about this evidence:</p>



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 I: Gathering Evidence			
What are some similar and different perspectives of people in the Nuer and Dinka tribes?			
Detail/Evidence Experiences of people in the Dinka tribe	Page	Inference/Reasoning What this shows about the perspective of people in the Dinka tribe	Used in your writing?
Quote "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."		Meaning Even though the Dinka are in a camp, they celebrate sometimes.	
Quote "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."		Meaning The Dinka usually give cattle during this ceremony.	
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		Meaning Cattle is an important part of the Dinka culture	



Detail/Evidence Experiences of people in the Dinka tribe	Page	Inference/Reasoning What this shows about the perspective of people in the Dinka tribe	Used in your writing?
Quote “Dinka see the animal as the highest form of wealth.”		Meaning Cattle are very valuable to the Dinka.	
Quote “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.”		Meaning 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.	



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?"

s. 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?



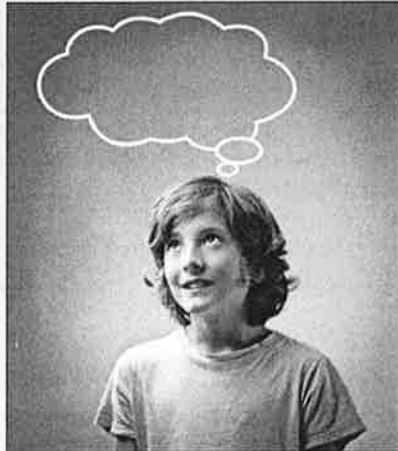
Record



Notice



Explain



Wondering



Discuss

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(Example from <http://classroomcollective.tumblr.com/post/25456453723>)



Name: _____

Date: _____

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

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

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

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

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

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



I notice ...	I wonder ...



I notice ...	I wonder ...
<p>1. Describe the information in the square in the top right-hand corner of the map. □□□□□</p> <p>2. Describe the information in the square in the top left-hand corner of the map. □□□□□</p> <p>3. Draw the shape of "Salva's route."</p>	<p>1. Circle a question you think is interesting.</p> <ul style="list-style-type: none">* a. How can there be swampland right next to a □ desert?* b. How big are the mountains in this area?* c. What animals live in the grasslands here? <p>2. Circle a question you think is interesting:</p> <ul style="list-style-type: none">* a. Is Sudan the biggest country in Africa?* b. What are the names of all of the countries □ surrounding Sudan?* c. Where is Sudan in relation to the Earth's □ equator? <p>3. 3. Ask a question you have about Salva's route.</p>



One thing I notice is

Will you tell me more about that?



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

Campfire Discussion Rubric

Name: _____ Date: _____ Class: _____

CATEGORY	Poor (0-3)	Average (4-6)	Excellent (7-10)
Participation	The student does not participate. Uses no text book. Looks around the room, out the window. Sleeps.	The student participates by sharing and / or speaking several times.	Not only does the student participate, but the student displays leadership behaviors by keeping the group on task, recruiting others to participate, and being mindful of the time.
Listening to one another	The student does not listen to anyone. He/she is off task listening to music, talking about something unrelated, or just staring off into the distance.	The student occasionally listens to others.	The student is always attentive and listening. He/she also models good listening skills, such as nodding head in agreement.
Asking questions	The student asks no questions.	The student asks some questions to the group.	The student asks many original questions, using the text as a prompt.
Being on topic	The student is continually off topic, or the student does not participate at all.	The student stays on topic.	The student stays on topic and urges others to stay on topic as well.
Using the text	The student does not use the text as a resource.	The student occasionally refers to the text.	The student repeatedly refers to the text during the discussion. He/she even points us to page numbers and quotes.

Total Points Earned: _____
 Total Points Possible: 50



Informative Thought Question

Criteria:	5 points	4 points	3 points	2 points
Purpose for Writing <i>Does your writing use informative text to examine, or tell about, an appropriate topic?</i>	Your writing clearly uses informative text to examine an appropriate topic.	Your writing mostly uses informative text to examine an appropriate topic.	Your writing mostly uses informative text, but the topic is somewhat unclear.	Your writing needs to use informative text to help make the topic clear.
Organization <i>Does your writing have a clear introduction, a well-organized middle, and a definite conclusion?</i>	Your writing has a clear introduction, a well-organized middle, and a definite conclusion.	Your writing has an introduction, middle, and conclusion, but one or more parts need a little work.	Your writing needs to be clearer; there might be missing parts of the introduction, middle, or conclusion.	Your writing needs a clear introduction, middle, and/or conclusion.
Details <i>Do you include specific details, such as facts, definitions, and quotes, to develop your topic?</i>	Your writing includes many specific details, such as facts, definitions, and quotes, to develop your topic.	Your writing includes some specific details, but your topic could use more development.	Your writing includes few details, and/or your details do not help to fully develop your topic.	Your writing must have specific details, and/or the details you give do not help to develop your topic.

<p>Sentence Structure and Style</p> <p><i>Do you use a variety of sentences? Do you use transitions to link ideas? Do you establish and maintain a formal style of writing?</i></p>	<p>Your sentences are strong and varied in structure, with transitions that clearly link ideas. You establish and maintain a formal style of writing.</p>	<p>Your sentences are mostly clear and varied, with transitions that adequately link ideas. Your writing is mostly formal in style.</p>	<p>Your writing is clear but could use more sentence variety. There is room for improvement, including the use of clearer transitions and a more formal style.</p>	<p>Your writing needs to be clear so that it is easy to follow. It must be better organized with clearer transitions, and/or your style of writing must be formal.</p>
<p>Mechanics</p> <p><i>Did you check your spelling, punctuation, and capitalization? Did you look for other errors?</i></p>	<p>You have no spelling, punctuation, or capitalization errors. You have no other errors.</p>	<p>You have very few spelling, punctuation, and/or capitalization errors. You have few other errors.</p>	<p>You have some spelling, punctuation, and/or capitalization errors. You have some other errors.</p>	<p>You have many spelling, punctuation, and/or capitalization errors. You have many other errors.</p>

Close Window



GRADE 7: MODULE 1: PERFORMANCE TASK

Research-based Two-Voice Poem

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 research-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.



GRADE 7: MODULE 1: PERFORMANCE TASK

Research-based Two-Voice Poem

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.