

# *A Long Walk to Water*

By Linda Sue Park



## Unit 2, Lessons 10 - 16

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Learning Objectives:

- ★ **I can** effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)
- ★ **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** analyze the development of a theme throughout a literary text. (RL.7.2)

### Essential Question:

How do individuals survive in challenging environments?

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

### Grading

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

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## Unit 2 Lesson 10

### Learning Targets:

- select pieces of textual evidence that show the factors that help Salva survive.

### Do Now:

Read this sentence.

Jake and Paul went to a ball game, and he forgot his phone so he let him use his cell phone.

Which choice shows the **best** way to rewrite this sentence to avoid using vague pronouns?

- ☐ A. Jake and Paul went to a ball game, and Paul forgot his phone so he let him use his cell phone.
- ☐ B. Jake and Paul went to a ball game, and Paul forgot his phone so Jake let him use his cell phone.
- ☐ C. Jake and Paul went to a ball game, and he forgot his phone so they let him use Jake's cell phone.
- ☐ D. Leave as is

### Piecing together...

- **WHAT** have we been talking about throughout this unit?
- **WHO** have we been talking about?
- What is our **focusing question**?

○ \_\_\_\_\_

### End of Unit Essay Prompt:

After reading the novel and accounts of the experiences of the people of Southern Sudan during and after the Second Sudanese Civil War, write an essay that addresses the theme of survival by answering the question:

Support your discussion with evidence from the novel and be sure to explain your thinking about how this evidence relates to a factor in Salva's survival.

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### Notice, Compare and Discuss:

**YOUR TASK:** Circle KEY WORDS in the focusing question and the essay prompt. Notice what makes the essay prompt different from the focusing question...highlight it!

|  |  |
|--|--|
| <p><b>Focusing Question:</b></p> <p>How do individuals survive in challenging environments in <i>A Long Walk to Water</i>?</p> | <p><b>Essay Prompt:</b></p> <p>What factors made survival possible for Salva in <i>A Long Walk to Water</i>?</p> |
|--|--|

Discuss with a partner! Jot down your answers!

1. What does this prompt mean to you? \_\_\_\_\_  
\_\_\_\_\_
2. Write the prompt in your own words. \_\_\_\_\_  
\_\_\_\_\_
3. List three things you will need to do in order to get ready to write your essay.
  - 
  - 
  -

### Forming Evidence-Based Claims

**Focusing Question:** What factors made survival possible for Salva in *A Long Walk to Water*?

| Survival Factor #1:              | Survival Factor #2:              | Survival Factor #3:              |
|----------------------------------|----------------------------------|----------------------------------|
|                                  |                                  |                                  |
| A. Supporting Detail (Quote) #1: | A. Supporting Detail (Quote) #2: | A. Supporting Detail (Quote) #3: |
| _____                            | _____                            | _____                            |
| _____                            | _____                            | _____                            |
| _____                            | _____                            | _____                            |
| _____                            | _____                            | _____                            |
| _____                            | _____                            | _____                            |
| _____                            | _____                            | _____                            |
| _____                            | _____                            | _____                            |

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| A. How this factor helped Salva survive #1: | A. How this factor helped Salva survive #2: | A. How this factor helped Salva survive #3: |
|---|---|---|
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| B. Supporting Detail (Quote) #1:            | B. Supporting Detail (Quote) #2:            | B. Supporting Detail (Quote) #3:            |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| B. How this factor helped Salva survive #1: | B. How this factor helped Salva survive #2: | B. How this factor helped Salva survive #3: |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |
| _____                                       | _____                                       | _____                                       |

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**Final Claim:**

SUMMARY TIME: Fill in the two bullets with answers to the prompts. Be sure to respond in complete sentences.

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Unit 2 Lesson 11**

**Learning Targets:**

- analyze a model literary analysis essay to determine its strengths.
- use quotes correctly in my writing
- punctuate quotes correctly in my writing.

**Do Now:**

In which of the following phrases should a comma separate the two adjectives?

- ☐ A. light purple bag
- ☐ B. common ordinary day
- ☐ C. old German shepherd
- ☐ D. beautiful tea roses

**Effective Essays**

Write two things that make a good essay.

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-

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Model Essay Prompt (*Different than ours!*): **What challenges did Salva face in *A Long Walk to Water*?**

Annotate the Model Essay

- Circle words that are unfamiliar
- Underline or highlight quotes or evidence from the novel
- Put a star next to the main point the writer is trying to make
- Label the Introduction, Body Paragraphs, and Conclusion

Linda Sue Park's novel, *A Long Walk to Water* tells the story of one of the thousands of Lost Boys of Sudan. These boys ran from their villages during the Second Sudanese Civil War in the 1980s and had to keep moving from country to country to escape the violence of the war. Park's main character, Salva, is based on a real person who did survive this long journey despite the challenges of the war, the loss of his family, and the hostile environment of Southern Sudan.

The first challenge Salva faced was the brutality of the Second Sudanese Civil War. He didn't really understand what the war was about, but on an ordinary school day, it came to his village. At the sound of gunfire, his school teacher ordered the boys to "Go quickly.... Into the bush.... Not home. Don't run home. They will be going into the villages. Stay away from the villages— run into the bush." (Park, 2010, p.6) The teacher was telling them to stay away from where the soldiers were attacking people. He hoped they could hide or escape from the danger. Salva did what the teacher asked and ran into the wilderness of the bush with the other boys. He didn't know what happened to his family. He only knew that he couldn't go back home where "a huge black cloud of smoke rose" as a plane flew overhead. (Park, 2010, p.8) The war had thrown him, a frightened 11 year-old boy, into the bush with strangers who were also running away. The war has challenged him by making him a refugee.

Once Salva ran from his village and joined a group of others, he faced another huge challenge. He was alone without his family. He was not really old enough to take care of himself so he had to rely on adults in the group of refugees. He looked for people from his village, hoping to find some family members, but none of them were there. When soldiers surrounded the refugees, they took the men and older boys but left Salva with the women and children. As he travelled with them, he worried and wondered, "Where are we going? Where is my family? When will I see them again?" (Park, 2010, p.12) Because he had no family and was still a child, he was considered a burden to the others and they soon left him alone to fend for himself.

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He eventually did find his uncle in one of the groups, but his uncle was soon shot by soldiers, leaving Salva alone, without any family once again. To be so alone with no one to help him was a very tough challenge for Salva.

In his long journeys, first to Ethiopia and then then to Kenya, Salva faced another daunting challenge: the landscape of Southern Sudan. This part of Africa is made up of swampland, plains where lions live, dangerous rivers full of crocodiles, and deserts. Walking across this land, the refugees never had enough food or water. At one point, Salva's group came upon men who were dying of thirst. Some women in his group offered water to these men, but most people did not because they were told, "If you give them your water, you will not have enough for yourself! It is useless—they will die, and you will die with them!" (Park, 2010, p.56) Obviously, the parched and hostile land of Sudan was not easy to travel through for young, orphaned Salva.

Despite the challenges of war, losing his family, and having to walk across Southern Sudan, Salva did survive. He was eventually adopted by an American family in Rochester, NY. As a grown man, he returned to Sudan, found his father and was reunited with his original family. He also started an organization to build wells to make life less of a struggle for other children in Sudan. His story is a remarkable one because of all that he had to overcome. His life can be an inspiration to all of us because it shows that we can overcome many things that would try to discourage and defeat us.

#### **Class Anchor Charts**

**Directions:** Make a list of your class responses to the prompts regarding each topic. This will help you later when you begin writing your essay!

#### **What Makes a Literary Analysis Essay Effective?**

#### **Using Quotes in Essays**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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|--|--|
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### Tips on Using Quotes in Your Writing

1. You must use quotation marks around ANY sentences you use from another writer's work.
2. You should introduce a quote with the name of the speaker or author. If you are using only one source and name the author in the beginning of your paper, you do not have to give the author's name with each quote.
3. You may introduce a quote by saying something like, Salva said, "\_\_\_\_\_."
4. Remember to separate the speaker from the quote with a comma if the quote is not blended into your sentence.
5. You may use an author's whole name or last name to introduce a quote, but do not use the author's first name alone. You do not know the writer that well!
6. Punctuation usually goes inside the final quotation marks. See the examples.
7. You may work a quote into your sentence. Example: Salva couldn't go back home, where "a huge black cloud of smoke rose" as a plane flew overhead. (Park, 2010, p.8)
8. Try to work quotes smoothly into your sentences. See the example for #9.
9. If you quote only part of a sentence, and it isn't clear that the part you quote is not a complete sentence, put an ellipsis to show that you are not quoting a whole sentence. Ellipsis is three periods in a row to show where something is missing. Example: When her sister got sick, Nya remembered that "Most of the adults and older children who fell ill recovered ..." (Park, 2010, p.39), but she was afraid for her sister anyway.
10. Do not use double punctuation at the end of a quote. If there is a question mark inside the quotation marks, you do not need a period after the quotation marks. Example: Salva asked, "Where is my family?" (Park, 2010, p.12)
11. Give the author's last name, publication year, and page number where the quote is in the text in parentheses after the quote.
12. Be sure to show your own thinking about the quote (analysis/explanation). (We will talk about this more later.)

### SUMMARY TIME:

**On the front board:** Write one thing you learned makes an effective essay.

**On the back board:** Write one thing you learned about incorporating quotes in your writing.



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Date: \_\_\_\_\_

## Unit 2 Lesson 12

### Learning Targets:

- use correct punctuation of quotes
- analyze a model essay on A Long Walk to Water using a rubric.
- analyze and discuss the Expository Writing Evaluation rubric.

### Do Now:

Which sentence best corrects the misplaced phrases?

The cook in the kitchen with red hair made a stew in the pot with vegetables and chicken from the garden.

- ☐ A. The cook in the kitchen with red hair made a stew in the pot with chicken and vegetables from the garden.
- ☐ B. In the kitchen in the pot, the cook with red hair made a stew with vegetables and chicken from the garden.
- ☐ C. The cook with red hair in the kitchen made in the pot a stew with vegetables and chicken from the garden.
- ☐ D. In the kitchen the cook with red hair made in the pot a stew with chicken and vegetables from the garden.

### Exploring the Rubric

What is a rubric?

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How is it useful?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

For each category you receive a score from \_\_\_\_ to \_\_\_\_.

**Categories:**

1. \_\_\_\_\_ Paragraph
2. Body Paragraphs: \_\_\_\_\_
3. Body Paragraphs: \_\_\_\_\_
4. Use appropriate \_\_\_\_\_
5. Use precise language and specific \_\_\_\_\_
6. Establish and maintain a \_\_\_\_\_ style
7. Provide a \_\_\_\_\_ statement
8. Command of the \_\_\_\_\_

**ACTIVITY TIME: Putting the Pieces Together!**

Directions: *In groups, you will receive a playing board and a bag of pieces.*

- **YOUR TASK:** glue or place the pieces in the proper space.
    - We have helped you a little -- the pieces are color-coded by category and some are already filled in for you!
  - **YOUR GOAL:** be the first group to accurately complete your game board. Check your board with your teacher.
- ☐ **Once your team has completed the task, you will receive a completed copy of the rubric.**

**PARTNER TIME: Let's take another look at the model essay!**

**DIRECTIONS:** Get with a partner to reread and grade the model essay we read in lesson 11. Use the rubric to grade the essay. Record and explain the grades in the space provided below. Color in the grade for each category. Explain why you chose that score for each category in the lines provided.

|                                    |          |          |          |          |          |
|------------------------------------|----------|----------|----------|----------|----------|
| <b>Introduction Paragraph</b>      | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| Explain:                           |          |          |          |          |          |
| <b>Body Paragraphs: Evidence</b>   | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| Explain:                           |          |          |          |          |          |
| <b>Body Paragraphs: Reasoning</b>  | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| Explain:                           |          |          |          |          |          |
| <b>Use appropriate transitions</b> | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| Explain:                           |          |          |          |          |          |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

|   |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| <b>Use precise language and specific vocabulary</b> | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| Explain:  |          |          |          |          |          |
| <b>Establish and maintain a formal style</b>        | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| Explain:  |          |          |          |          |          |
| <b>Provide a concluding statement</b>               | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| Explain:  |          |          |          |          |          |
| <b>Command of the conventions</b>                   | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| Explain:  |          |          |          |          |          |

#### SUMMARY TIME:

On a sticky note write one SPECIFIC way to get a four when writing an essay.  
Place your sticky note on the board.

### Unit 2 Lesson 13

#### Learning Targets:

- make connections between details in A Long Walk to Water.
- describe how these details support the theme of survival in A Long Walk to Water.
- analyze and discuss the Expository Writing Evaluation rubric.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Do Now:**

Which is the correct way to write the following sentence so that it is clear?

- ☐ A. Presented with the choice, we felt participating in the game in the auditorium of basketball seemed best.
- ☐ B. Presented with the choice, we felt participating in the game of basketball in the auditorium seemed best.
- ☐ C. Participating in the game in the auditorium, presented with the choice, basketball seemed best.
- ☐ D. Presented with the choice, participating in the game of basketball in the auditorium seemed best.

**Introduction Paragraph: BACK TO THE MODEL ESSAY**

**DIRECTIONS:** Read the introduction paragraph of the model essay.

- Underline or highlight the **last sentence in this introduction paragraph.**
- This sentence uses a keyword from the focus question and the title: \_\_\_\_\_

**What is this sentence saying about the challenges that Salva faces?**

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**Work with your partner to look for where and how the writer illustrated these challenges. Underline one detail per challenge.**

**WORK TIME:** Turn back to the “Forming Evidence-Based Claims” graphic organizer from lesson 10.

- ☐ Think about the evidence you chose in lesson 10? Would you score a 4 or should you change it?
- ☐ Fill in the “how this factor helped Salva survive” box by explaining how the detail above relates to the factors of survival for Salva
  - ☐ Share with a partner and revise!
- ☐ Complete your claim: This should be a solid claim, including the three survival factors you selected.  
**DIRECTLY ADDRESS THE PROMPT!**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**SUMMARY TIME:**

On a sticky note write one SPECIFIC way you improved your evidence for your essay.

Place your sticky note on the board and add to your *What Makes a Literary Essay Effective?* anchor chart.

**Unit 2 Lesson 14**

**Learning Targets:**

- select details that will support my claim about the theme of *A Long Walk to Water*
- look at a model essay to see how it supports a claim with details.
- analyze and discuss the Expository Writing Evaluation rubric.

**Do Now:**

Which of the following is NOT a sentence?

- ☐ A. Wild streaks of lightning raced across the night sky.
- ☐ B. Booming thunder roared in the night.
- ☐ C. Lightning slashed the purple sky with silver streaks.
- ☐ D. Wild streaks of lightning, booming claps of thunder, and a purple night sky.

**Revisit Essay Prompt:**

**Essay Prompt: What factors made survival possible for Salva in *A Long Walk to Water*?** Support your discussion with evidence from the novel and be sure to explain your thinking about how this evidence relates to a factor in Salva's survival.

What have you already done to get ready to write your essay?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Revisit the Model Essay! Focus: Organization

1. Turn to your partner and **reread the model essay** looking for the details that support the claim about the challenges Salva faced.
  - a. Remember, in Lesson 11 you highlighted or underlined the claim in the first paragraph of the essay. **Highlight that sentence again on your new copy.**
2. When you have finished rereading the essay, **talk** about what challenges and details the author used to illustrate the claim.
3. You and your partner will **agree on** and **highlight** the sentence that gives the main challenge in each body paragraph on the model. Then circle the details you picked that illustrate the challenge in each body paragraph.

How did this author organize the three main challenges? Fill in the boxes below.

| <b>Challenge 1</b> | <b>Challenge 2</b> | <b>Challenge 3</b> |
|--------------------|--------------------|--------------------|
|                    |                    |                    |

This organization is \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PLANNING YOUR ESSAY: Use the outline to plan your three body paragraphs.

SUMMARY TIME:

When your teacher says go, grab a whiteboard marker and write something you learned today on the board!

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Unit 2 Lesson 15

#### Learning Targets:

- organize my details from A Long Walk to Water so they support my claim/thesis.
- ensure my quotes are accurate and punctuated correctly.

#### Do Now:

Let's look at our anchor chart  
**What Makes a Literary Essay Effective?**  
so we can be sure that we will write an effective literary essay!

#### Your Task...

With a partner...

1. Share claim and plans for your **body paragraphs**.
2. Help each other to be sure that ideas are **connected** and that **quotes are used, punctuated, and cited correctly**.
  - a. *Hint: (Refer to the Tips on Using Quotes anchor chart.)*
3. **Revise** your plan to **improve** your factor, evidence, or quotes.

*Your Task: Turn to your "Planning Your Essay" worksheet and plan your body paragraphs.*

*Your Task: Complete your rough draft of body paragraphs.*

#### SUMMARY TIME:

You will receive two sticky notes from your teacher.

**Sticky note 1: Write what problems you are having with your essay.**

**Sticky note 2: Write what help you need to complete your essay.**

### Unit 2 Lesson 16

#### Learning Targets:

- I can write an organized explanatory essay about the theme of survival in A Long Walk to Water.
- In my essay, I can support my claim with details and quotes from the novel.

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

Let's look at our anchor chart  
**What Makes a Literary Essay Effective?**  
so we can be sure that we will write an effective literary essay!

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Introduction Paragraph Notes:**

Directions: Use this space to take notes on what makes an effective introduction paragraph.

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**Conclusion Paragraph Notes:**

Directions: Use this space to take notes on what makes an effective conclusion paragraph.

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**PACKET REVIEW**

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

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