

**Unit 1: A Long Walk to Water**  
**7<sup>th</sup> Grade Language Arts**  
14 Class Meetings

*Created July 2020*

**Essential Questions**

- What lengths will individuals go to in order to survive in challenging environments?
- How do various perspectives about the same topic build our understanding?

**Enduring Understandings with Unit Goals**

**EU 1:** Individual survival in challenging environments requires both physical and emotional resources.

- Analyze how the author compares characters to convey ideas about how people survive in Sudan.

**EU 2:** Using informational writing about a historical time, place, or person enriches our understanding of a fictional portrayal of the same time period or events.

- Examine how learning about the Sudanese Civil War, Lost Boys, and worldwide water crisis enhances understanding of the novel.

**EU3:** Written communication and proper grammar mechanics promote fluency of communication; writing is a multi-stage process; writing is a reflective process.

- Engage in the writing process to compose a two-voice poem.

**Standards**

**Common Core State Standards:**

- **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.
- **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.
- **RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- **RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RL.7.9** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- **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.
- **W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.7.6** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- **W.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **W.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

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- **SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- **L.7.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- **L.7.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- **L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.7.4** I can determine or clarify the meaning of unknown and multiple meaning words using many strategies.

### ISAAC Vision of the Graduate Competencies

**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

### Unit Content Overview

#### 1. Analyze text to create annotations

- Second Sudanese Civil War
- Lost Boys
- Worldwide water crisis

**2. Key Terms:** Theme, inference, point of view, compare/contrast, summarize, annotate, author's purpose, conflict, dynamic character, static character, symbolism, characterization.

**3. Vocabulary:** droned, halted, rebels, veered, scurried, mortars, gourd, haunches, sorghum, terrain, seep, gingerly, luscious, solemn, wailing, sought, prow, abundance, monotonous, arid, parched, tamarind, trudged, receding, scythed, maize, clangor, skittered, ceased, borehole, din, welter, barbed, fortunate, lumbered, fatigue, bewildering, notion, shanty, haze, canvas, astonishment

**4. Grammar:** Hard and Fast Rules for Grammar (capitalization, commas, apostrophes, quotation marks, numbers, plurals, commonly confused words)

#### Interdisciplinary Connection:

- Social Studies-geography, culture, history
- Art-Illustrations

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**Daily Learning Objectives with *Do Now* Activities**

**Students will be able to...**

- Examine important aspects of Sudan’s geography, history and culture.
  - What was the most interesting piece of information you learned about Sudan?
- Apply close reading strategies to understand text.
  - Why does annotating text help you to understand what you read?
- Analyze context clues to determine meaning of unknown words.
  - What strategies did you use to figure out the meaning of unknown words?
- Compare and contrast a fictional portrayal and a historical account of the same time period.
  - How does Salva’s story relate to those of other Lost Boys?
- Compare and contrast the Dinka and Nuer tribes to critique the reasoning behind the war.
  - What differences contributed to the ongoing war between the tribes?
- Evaluate the way characters are developed throughout the story. \*\*
  - How did Salva’s and Nya’s environment shape their development over the course of the novel?
- Critique and compare the video presentation to the text.
  - Did the video clip match what you imagined in your mind as you read? Explain.
- Assess and formulate connections in order to compose an expository piece on how Water for South Sudan has changed lives in remote villages.
  - What impact does a water well have for remote villages?
- Analyze and rate the challenges to Salva’s and Nya’s survival.
  - What was the biggest challenge to Salva’s survival? Nya’s?
- Formulate and analyze a theme while applying textual evidence to support their analysis.
  - What is a major theme in *A Long Walk to Water*? How do you know?
- Create a two-voice poem comparing themselves to a character in relation to a common theme. \*\*\*
  - What challenges have you had to face in your life?
- Critique a peer’s writing using a checklist rubric as guidance.
  - What is one revision you will make on your poem based on peer feedback?
- Apply the hard and fast rules for grammar to their writing.
  - Which grammar rule do you still struggle with? Which one do you feel good about?

**Instructional Strategies/Differentiated Instruction**

- Whole group instruction
- Small group instruction
- Guided notes
- Modeling
- Student-led instruction
- Anchor charts
- Think-Pair-Share
- Journaling
- Graphic Organizer
- Accountable Talk
- Homework
- Word walls with visuals
- Audiobooks

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**Assessments**

**FORMATIVE ASSESSMENTS:**

- Webquest
- Journal responses
- Exit Slips
- Accountable Talk Discussions
- Do Now
- Grammar practice
- Reading check assessments
- TED Talk reflection
- Graphic organizers
- Homework
- Performance Task- Two-Voice Poem
  - Future Rubric Assessment in 2021-2022

**SUMMATIVE ASSESSMENTS:**

- Vocabulary Quizzes
- Body Biography
- Rules for Grammar Test
- Two Voice Poem

**Unit Task**

**Unit Task Name:** Two-Voice Poem

**Description:** 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 (EU1). Students will be crafting and presenting a two-voice poem incorporating the views and experiences of one of the two main characters, Nya or Salva, and themselves. Students will use factual information from unit readings about the environmental and political challenges facing the people of Sudan to complete the character's side of the poem. (EU2) 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 chosen character's voice within the poem. Students will draw upon their own life experiences and challenges to connect to a character across a common theme. Students will follow the writing process of planning, drafting, editing, revising, and sharing their writing. (EU3)

**Evaluation:** Summative Assessment and Future Rubric in the 2021-2022 school year.

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#### **Unit Resources**

- *A Long Walk to Water* by Linda Sue Park
- *A Long Walk to Water* Illustrated version by Jim Averback
- “Rural America’s Drinking Water Crisis” (Sarah Jones, Emily Atkin)
- “Clean Water and Sanitation: Why it Matters” (United Nations)
- “The Lost Boys of Sudan” (Nicole Madden)
- “Life and Death in Darfur: Sudan’s Refugee Crisis Continues” (Current Events)
- “Clean Water Can Change a Village” (WFSS)
- Audiobook (Audible)
- TED Talk *I Kept Walking* (Salva Dut)
- Video Excerpts: *The Good Lie*
- Internet Databases
- Worksheets
- Laptops
- SBAC Prep Online