

Unit 1: A Long Walk to Water
7th Grade Language Arts
18 Class Meetings

Updated April 2021

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: Oral communication and proper grammar mechanics promote fluency of communication.

- Engage with peers in a Socratic Seminar discussion related to the themes within *A Long Walk to Water*.

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.

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- **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”).
- **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. Reading Literature: *A Long Walk to Water*

- **Key Terms:** setting, characterization, compare/contrast, summarize, annotate, author’s purpose, conflict, theme, inference, point of view symbolism.

2. Read non-fiction texts to make connections to and give context for events in the novel.

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

3. Vocabulary:

- **Chapters 1-9:** droned, rebels, scurried, mortars, gourd, sorghum, terrain, gingerly, solemn, wailing, prow, abundance, monotonous, arid, tamarind,

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- **Chapters 10-18:** trudged, scythed, maize, clangor, ceased, borehole, barbed, fortunate, lumbered, fatigue, notion, shanty, haze, canvas, astonishment

4. Grammar

- Subjects and Predicates; Independent and Dependent Clauses

Interdisciplinary Connection:

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

Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Examine important aspects of Sudan's geography, history and culture.
 - What is one prediction you can make about *A Long Walk to Water* based on the novel snippets?
- Evaluate the way a character's POV is developed throughout a text.
 - What do you know about the country of Sudan? (KWL chart)
- Compare and contrast the characters of Salva and Nya.
 - Quick Write: (What would you do?) If violence suddenly erupted in your village, would you flee to the forest alone (safety), or would you attempt to run toward the violence and village to find your family?
- Apply close reading strategies to understand text.
 - Quick Write: (Adversity and Strength) Does adversity make one stronger? Explain. Support with at least one example.
- Analyze text to determine theme. *
- Subject/Predicate review
- Analyze the impact of setting on a character.
 - Quick Write: (Impact of Environment) How does your environment impact your life? Explain.
- Classify and rate the conflicts each character faces.
 - Quick Write: (Addressing Adversity) When you encounter difficult situations, what do you do? How do you get through? Explain.
- Apply concepts learned in chapters 1-12 to complete question trail review activity.
 - Quick Write: (Hope) What does hope mean to you? How does hope work? Explain
- Construct the meaning of words and phrases through context.
 - Independent/Dependent Clauses review
- Formulate text-based connections about Salva's resilience in *A Long Walk to Water*.
 - Quick Write: (Qualities of a Leader) What does it take to be a leader? Brainstorm the qualities of a great leader. Then, explain how Salva demonstrates at least one of those qualities as he leads the other Lost Boys.
- Compare and contrast a fictional portrayal and a historical account of the same time period.

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- Quick Write: (Culture Shock) In Chapters 15-16, Salva experiences culture shock while traveling and adjusting to life in America. Describe a time you experienced culture shock, felt out of place, or were overwhelmed by a new environment.
- Evaluate the way a character's POV is developed throughout a text.
 - Quick Write: (What would you ask?) If you could speak to Nya or Salva now, what would you ask them? Explain.
- Analyze and compare the experiences of Salva to those featured in the documentary *God Grew Tired of Us*.
 - Quick Write: (Water is Life) Now that we have read *A Long Walk to Water*, explain the meaning of the phrase "Water is Life."
- Cite evidence to support analysis of text. *
 - What do you think you need to do to lead a successful discussion?
- Formulate and construct responses which demonstrate understanding using evidence to support the topic or issue under discussion.
 - What do you need to do to be successful in today's Socratic Seminar?
- Read and respond to grade-level text on their Reading Literature IAB.
 - What test taking strategies will help you to be successful today?

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

EL Differentiation Instruction:

- Verbal: Prompting, questioning, elaborating, facilitate higher level thinking skills
- Explicit modeling
- Guided and independent practice
- Small group instruction
- Strategic grouping
- Key Vocabulary
- Graphic organizers
- KWL charts

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- Venn diagrams
- Sequence writing
- Reinforcing contextual definition
- Providing correct pronunciation by repeating student's response
- Predicting and inferring
- Directed reading-thinking activities (DR-TA)
- Glossaries
- Chunk and Chew
- Sentence starters
- Word banks
- Google Translate

Assessments

FORMATIVE ASSESSMENTS:

- Web quest
- Quick Write responses
- Exit Slips
- Accountable Talk Discussions
- Do Now
- Grammar practice
- Reading check assessments
- Graphic organizers
- Homework
- Performance Task- Socratic Seminar
 - Accountable Talk Rubric

SUMMATIVE ASSESSMENTS:

- Vocabulary Quizzes
- Reading Checks
- Subject/Predicate/Clauses Test
- ALWTW Unit Test
- Socratic Seminar
- Reading Literature IAB

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Unit Task

Unit Task Name: Socratic Seminar

Description: Students will participate in a student-led discussion about thematic ideas related to the book *A Long Walk to Water* (EU1). This is a student-centered and social approach to learning, which means students have greater freedom, but also more responsibility. Students will prepare their responses to four questions about the book. Each response must have textual evidence from the book or other non-fiction sources used in the unit to support their position (EU2). Students will use Accountable Talk in their discussions with their peers (EU3).

Evaluation: Accountable Talk Rubric

Unit Resources

- *A Long Walk to Water* by Linda Sue Park
- *A Long Walk to Water* Illustrated version by Jim Averback
- “The Lost Boys of Sudan” (Nicole Madden)
- *God Grew Tired of Us* documentary
- “Understanding the Dinka Tribe of Southern Sudan” by M. Gross
- “The Lost Boys of Sudan” by the International Rescue Committee
- *Life Without Clean Water* (video)
- “The Water Crisis” by water.org
- Audiobook (Audible)
- Video Excerpts: *Just Add Water*
- Internet Databases
- Worksheets
- Laptops
- SBAC Prep Online