

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

*Created May 2023*

**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 text 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*.

**EU 4:** Routinely practiced independent reading builds habitual readers with conscious reading identities, increases reading comprehension skills, and develops vocabulary.

- Engage in consistent independent reading of student-chosen books.
- Actively participate in a supportive reading community that introduces students to a wide range of characters and experiences.

**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.

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- **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”).
- **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, gist, annotate, author’s purpose, conflict, theme, inference, point of view symbolism.

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### 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
- Waterborne Illness/Diseases

### 3. Vocabulary:

- **Chapters 1-6:** littered, objected, abruptly, luscious, haste, and rebelled.
- **Chapters 7-12:** broad, abundance, relentless, merciless, monotonous, and gauge.
- **Chapters 13-18:** plagued, peril, coax, isolated, riddled, and astonishment.

### 4. Grammar

- Subjects and Predicates; Independent and Dependent Clauses

#### Interdisciplinary Connection:

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

## Daily Learning Objectives with TWPS

### Students will be able to...

- Develop a logical argument about the things we take for granted.
  - *What are some things in your life that are very important, but you don't give much thought to?*
- Examine important aspects of Sudan's geography, history, and culture.
  - *What are two things that you learned about Sudan today? Explain.*
- Evaluate the way a character's POV is developed throughout a text.
  - *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.
  - *How did the coup in the rebel army affect the conflict between the Dinka and Nuer tribes?*
- Analyze how the author compares the characters of Salva and Nya.
  - *Does adversity make one stronger? Explain. Support with at least one example.*
- Examine how waterborne illnesses affect the people of Sudan.
  - *How does your environment impact your life?*
- Analyze text to determine theme. \*\*
  - *If you had a limited supply of water and encountered people on the verge of death, would you give up a little bit of your water (and possibly risk your own life) to save them? Explain.*
- Critique and rank the conflicts each character faces.
  - *What does it take to be a leader? Brainstorm the qualities of a leader. Explain how Salva demonstrates at least one of those qualities as he leads the other Lost Boys.*

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- Analyze sentences to determine the independent/dependent clause.
  - *What does hope mean to you? How does hope work? Explain*
- Compare and contrast a fictional portrayal and a historical account of the same time period.
  - *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.*
- Connect the experiences of Salva to those featured in the Ted Talk *Keep Walking*.
  - *If you could speak to Nya or Salva now, what would you ask them? Explain.*
- Cite evidence to support analysis of text. \*\*
  - *What do you think you need in order to lead a successful discussion?*
- Formulate and construct responses which demonstrate understanding using multiple pieces of evidence to support the topic under discussion. \*\*
  - *What do you need to do to be successful in today's Socratic Seminar?*

### 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
- Venn diagrams
- Sequence writing
- Reinforcing contextual definition
- Providing correct pronunciation by repeating student's response
- Predicting and inferring

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- Glossaries
- Chunk and Chew
- Sentence starters
- Word banks
- Google Translate

### Assessments

#### **FORMATIVE ASSESSMENTS:**

- Quick Write responses
- Exit Slips
- Accountable Talk Discussions
- Grammar practice
- Reading check assessments
- Graphic organizers
- Homework
- Independent Reading Project (EU4)
- Performance Task- Socratic Seminar
  - Accountable Talk Rubric

#### **SUMMATIVE ASSESSMENTS:**

- Reading Checks (EU1)
- Subject/Predicate/Clauses Test
- Edulastic Assessment: ALWTW Unit Test (EU2)
- Performance Task: Socratic Seminar Discussion (EU1, EU2, EU3)
- Reading Literature IAB

### 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* (EU 1). 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 open-ended 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 (EU 2). Students will use Accountable Talk in their discussions with their peers (EU 3).

**Evaluation:** Accountable Talk Rubric

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<b>Unit Resources</b>
<ul style="list-style-type: none"><li>• <i>A Long Walk to Water</i> by Linda Sue Park</li><li>• <i>A Long Walk to Water</i> Illustrated version by Jim Averback</li><li>• “Sudanese Tribes Confront Modern War” by Karl Vick</li><li>• <i>Keep Walking</i> (Ted Talk) by Salva Dut</li><li>• “Diary of a Teenage Refugee” by Amira</li><li>• “Our Amazing 12 Year Journey with the Lost Boys” (CBS: 60 Minutes Overtime)</li><li>• “The Lost Boys of Sudan” by the International Rescue Committee</li><li>• <i>Life Without Clean Water</i> (video)</li><li>• “The Water Crisis” by water.org</li><li>• Audiobook (Audible)</li><li>• <i>Just Add Water</i> documentary</li><li>• Internet Databases</li><li>• Worksheets</li><li>• Laptops</li><li>• SBAC Prep Online</li><li>• Edulastic</li></ul>