



7th Grade English Language Arts Unit 4: Analyzing Across Genres

Anchor
Text(s)

A Long Walk to Water by Linda Sue Park

Pacing

6 weeks

Unit Overview

During this unit, students will apply critical reading skills to a broad range of texts as they build knowledge about conflict in Sudan and the experiences of the “Lost Boys.” The anchor text is Linda Sue Park’s *A Long Walk to Water*, which is a fictional narrative told from the alternating perspectives of two children growing up in Sudan at different times. Both characters, Nya and Salva, face challenges and learn how to survive in extremely challenging environments. Through their stories, we learn about the history of conflict in Sudan (specifically the second civil war beginning in 1983) and the challenges people who live there still face today, particularly the lack of clean drinking water. While *A Long Walk to Water* is fictional, it is based on true events and draws upon the life of a young man named Salva Dut. A main goal of the unit is for students to look at how Linda Sue Park draws upon historical events and incorporates them into a fictional story.

The supplemental texts included in Week One lay the groundwork for the basic knowledge students will need to launch into this study. However, we expect that students will continue to grow their knowledge about these topics throughout the unit. For this reason, students will engage with at least one supplemental text each week in addition to a section from the anchor text. These supplemental texts should be read and analyzed on their own based on the teaching points in the unit plan, but students should always have a chance to make connections and digest new knowledge as well.

In Week 5, after we have finished reading *A Long Walk to Water*, students will shift their focus to another text: the autobiographical *They Poured Fire on Us From the Sky*. This book is an account of three of South Sudan’s “Lost Boys,” who fled to refugee camps as young children after their villages were attacked. As outlined in the weekly overview, we will read only a few select sections of this book for the purpose of making connections between experiences and comparing two authors’ representations of similar events. Students may choose to read other sections of the book on their own besides those that we read together in class, but this is not required.

Throughout the unit, there are also opportunities for students to read nonfiction articles, poems, and watch videos about Sudan and the experiences of refugees around the world. Students will make connections between these texts and examine the link between fiction, nonfiction, poetry, media, and news articles. They will analyze how all of these texts can provide unique perspectives on the same topic. Students will also investigate how intent and point of view shape the way an author writes. By reading so many types of texts together, students will be able to compare and contrast how authors approach the same topic and theme.

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Essential Questions	Genre and Standards-Based Vocabulary	Cutting to the Core
<p><u>Standards-Based Essential Questions:</u></p> <p>I. How does reading many related texts across genres build our knowledge?</p> <p>II. How do writers use narrative techniques to convey and distinguish characters' perspectives?</p> <p>III. How do authors draw upon real historical events in fictional writing?</p> <p><u>Thematic Essential Questions:</u></p> <p>I. How do individuals survive in challenging environments?</p> <p>II. How do culture, time, and place influence the development of identity?</p>	<p>genre text structure text features cite textual evidence analyze/analysis theme central idea key details tone infer bias purpose intent autobiographical point of view perspective alternating compare contrast firsthand account conflict draws (as in "draws upon") integrates incorporates fictional nonfiction poetry media intent</p>	<p>I: Building knowledge through content-rich nonfiction and informational texts</p> <p>➤ <i>"Students need to be grounded in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers"</i></p> <p>II: Reading and writing grounded in evidence from the text</p> <p>➤ <i>"Quality text-based questions, unlike low-level "search and find" questions, require close reading and deep understanding of the text"</i></p> <p>III: Regular practice with complex text and its academic vocabulary</p> <p>➤ <i>"The ability to comprehend complex texts is the most significant factor differentiating college-ready from non-college-ready readers. This shift toward complex text requires practice, supported through close reading"</i></p>

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Common Core State Standards *(Including how the standards progress across grade levels)*

RL 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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 8.1: Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL 6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RL 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	RL 8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
W.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	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.	RL.8.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	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.	RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

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RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	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.	RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	RI.8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
W.6.1: Write arguments to support claims with clear reasons and relevant evidence.	W.7.1: Write arguments to support claims with clear reasons and relevant evidence.	W.8.1: Write arguments to support claims with clear reasons and relevant evidence
W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Anchor Text: “A Long Walk to Water”

Overview	Important Considerations for Instruction
<p><i>A Long Walk to Water</i> tells two stories of children in Sudan.</p> <p>One story follows Nya, a young girl who walks eight hours every day to fetch water for her family. Her story takes place in 2008.</p> <p>Another story follows Salva, a young boy who is forced to flee his war-torn village after a violent attack during Sudan’s second civil war. Salva is separated from his family when this happens, and he becomes one of Sudan’s “Lost Boys.” The book follows Salva from 1985 through 2009.</p> <p>As the story unfolds and the author reveals more about the lives and experiences of these resilient children, readers come to understand that Nya and Salva’s stories intersect in an unexpected way. Their stories reveal not only the painful and devastating affect of war, but also the hope and determination of survivors searching for safety, peace, family, and a better future.</p>	<p>I. Text Complexity: The Lexile measure for <i>A Long Walk to Water</i> is 720L, which means that its language and syntax should be accessible to most students. Its historical context, complex themes, and dual-narrative structure add complexity to this text. After sufficient knowledge has been built about the story’s setting and context, some students may be able to comprehend sections of this book independently, but they will need support analyzing its nuances including structure, point of view, and historical connections.</p> <p>II. Big Ideas/Themes: This novel portrays the horrors of war, including the brutal violence that breaks apart families and destroys communities. It also conveys the message that hope, determination, and resilience can help individuals survive extremely challenging environments. Readers will also learn that we have a responsibility to empathize with others and to do what we can to help people in need, like Salva does at the end of <i>A Long Walk to Water</i>.</p> <p>III. Text Structure: The book is divided into 18 short chapters. The structure of this book is unique because it tells two alternating stories. Each chapter (except the last, when Nya and Salva’s stories intersect) begins with a shorter section that tells Nya’s story (written in orange-brown font), followed by a longer section that tells Salva’s story (written in black font). The juxtaposition of the two stories reveals similarities and differences in the two perspectives and emphasizes the author’s messages. Both stories are told from an outside narrator’s third-person point of view.</p> <p>III. Real World Connections: The author draws on real events and circumstances when telling both Nya’s and Salva’s stories. It is important for our students to learn about the past and present conflict in Sudan, along with the stories of resilient survivors and refugees around the world. This story is especially relevant this year in light of the conflict in Syria and the millions of refugees who have been displaced and separated from their families due to the war and violence there.</p> <p>IV. Potential Challenges: For many students, this will be the first time they learn about Sudan and its extremely complicated history of war. It may be difficult for students to imagine the realities of Nya’s and Salva’s lives and experiences for this reason. Therefore, continued attention to building knowledge and exposure to many different texts that address these topics is critical. The supplemental texts and videos in this unit are designed to support you with this, but please feel free to bring in additional resources that you feel will help your students grapple with these things.</p>

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Instructional Calendar

Weekly Focus	Teaching Points	Texts and Resources	Suggestions for Implementation
<p>Week 1:</p> <p>RI.7.2 RI.7.7 RI.7.9</p> <p>RL.7.5 RL.7.6</p>	<p>I. Unit Launch: Gallery Walk and Current Events Connection</p> <ul style="list-style-type: none"> To build interest and activate prior knowledge, conduct an introductory “Gallery Walk” using the charts in Appendix D. The goal is to generate questions, make predictions, and increase motivation. <u>Teaching Point:</u> Explain that refugees are people who must leave their home for safety or survival. Many groups of people have been forced from their homes by war, natural disasters, or other reasons. This unit, we’ll learn mostly about refugees from Sudan, often called the “Lost Boys.” However, to launch the unit and ground our study of this extremely relevant topic, we’ll read an article from September 2015. <ul style="list-style-type: none"> Students should read the NewsELA article about Syrian refugee children fleeing to Europe without their families. This should serve as a reminder of this unit’s relevance in our world today and should allow students to begin to empathize with the experiences of these children around the world. <p>II. How can exploring text across genres (<i>map, informational article, and documentary-style video</i>) build my knowledge about Sudan and the Lost Boys?</p> <ul style="list-style-type: none"> Explore the map on the first page of “A Long Walk to Water,” modeling how to use the legend to interpret the visual information. Consult the map regularly as students engage with the following two resources (<i>bullet points 2 and 3</i>). Read the excerpt from “Life and Death in Darfur” about the Sudanese Civil War and the Lost Boys. See Appendix D for a related lesson plan that you can adapt for your students. (<i>RI.2</i>) Connect the information from the text with the National Geographic video: “From Sudan to US.” Explore how the video documentary enhances, supports, and/or offers a different perspective from the text version. (<i>RI.7, RI.9</i>) 	<p>Anchor Text: <i>Long Walk</i>: Ch. 1-3 (Pages 1-19)</p> <p>Supplemental Texts (Appendix B)</p> <ul style="list-style-type: none"> NewsELA: “Refugee Children Making Dangerous Trip to Safety in Europe Without Parents” https://newsela.com/articles/europemigrant-minors/id/12060/ Excerpt from “Life and Death in Darfur” – The Lost Boys of Sudan Lost Boys: Video “From Sudan to US” http://education.nationalgeographic.org/media/from-sudan/ <p>Supplemental Resources (Appendix D)</p> <ul style="list-style-type: none"> Gallery Walk Charts Gallery Walk Protocol Essential Vocabulary (link to video) Engage NY: Unit 1, Lesson 6 (<i>for guidance</i>) 	<ul style="list-style-type: none"> The NewsELA article is also available online (in higher and lower Lexile levels) at the link listed in Appendix B. When showing the video clip, give students a note-catcher and/or guiding questions so they can record their reactions, important information, or connections while they watch. You may want to show the video more than once so students can elaborate on or confirm what they wrote. For the gallery walk, the visuals are organized by chart. You’ll need to print one copy and post them on charts by “theme” or “topic” around the room. The EngageNY Lesson plans that are included in Appendix

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III. Gathering Evidence about a Character's Point of View: How do particular details help us get to know Nya and Salva?

- While previewing the text, have students explore the format of *A Long Walk to Water*. Students should describe the unique structure of each chapter. Notice the dates that precede each section, and different colors and fonts, depending on who the section is about (Nya or Salva). Explain that the author did this intentionally, for a reason. She clearly wants us to focus on these two characters' point of view. *(RL.5)*
- Read chapters 1-3 through the lens of analyzing "point of view." Students should gather evidence about Nya's and Salva's lives and perspectives. See the materials in Appendix D for planning guidance. *(RL.6)*

on using "Life and Death" text)

- Ch. 1-2 Point of View Questions
- Analyzing Point of View Checklist and Graphic Organizer

D are meant for ideas and inspiration. Because our protocol and model is different than theirs, don't feel like you need to follow them exactly.

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Week 2:

RI.7.2
RI.7.3
RI.7.6
RI.7.9

RL.7.3
RL.7.6

I. Describe the history of conflict in Sudan and its main causes.

How has the ongoing conflict affected people in Sudan?

- Read the informational text, “A History of Conflict in Sudan” to build knowledge about the reasons for conflict and how the time, place, and culture in Sudan has affected its people over time. Identify how different groups of people influenced events in Sudan, and vice versa (*analyze cause/effect relationships*). (RI.7.3)
- Point out that Salva’s story begins in South Sudan in 1985, during the second civil war. Reread pages 4-7, gathering evidence of times when Linda Sue Park drew on real events in history when writing her book. Which parts of the article are represented in *A Long Walk to Water*? How does Linda Sue Park describe the war compared to the article’s author? (RI.7.9)

II. How does the author develop characters’ point of view? How does the setting (time, place, and culture) of the story affect these characters?

- In chapters 4 and 5, build on last week’s analysis of point of view by gathering additional evidence that help us better understand Nya and Salva. This week, students should also identify strategies the author used to show us what these characters are like; for example, why she includes lines that are italicized, and what they represent (characters’ inner thoughts). See Appendix D for examples. (RL.6)
- In chapters 6-8, students should analyze how the setting (time, place, and culture) affects both Nya and Salva. Consider how the place and time influences their lives and experiences. What challenges do they face that result directly from where/when they live, and how do they respond? (RL.3, RL.6)

(Continued on next page)

Anchor Text:

Long Walk: Ch. 4-8
(Pages 21-50)

Supplemental Texts (Appendix B)

- “A History of Conflict in Sudan”
- Excerpt 1: “Sudanese Tribes Confront Modern War” (before 1980)
- Excerpt 2: “Sudanese Tribes Confront Modern War” (after 1991)

Supplemental Resources (Appendix D)

- Ch. 4-5 Analyzing POV graphic organizers
- Ch. 6-7 Analyzing Impact of Setting
- EngageNY Lesson Plan and Materials: Module 1, Lesson 10 (*use with “Excerpt 1”*)
- EngageNY Lesson Plan and Materials: Module 1, Lesson 11 (*use with “Excerpt 2”*)

- The chapters in *Long Walk to Water* are short, and since the Lexile level is relatively low, you can typically read more than one chapter per class period. This will allow you to reserve at least 2 days per week to focus on analyzing the more complex supplemental texts. Some days, you may even begin class with a quick read aloud of one chapter in the anchor text to move pacing along, but then reserve the bulk of the analysis work for the day’s supplemental text.
- The EngageNY Lesson plans that are included in Appendix D are meant for ideas and inspiration. Because our protocol and model is different than theirs, don’t feel like you need to follow them exactly.

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III. Analyzing Point of View in Informational Text: How and why has the relationship between the Dinka and the Nuer tribes changed over time?

- Read the article, “Sudanese Tribes Confront Modern War” over the course of two days. The article is broken down into two excerpts; one focuses on the tribes before 1980 and the second focuses on the tribes after 1991.
 - Day 1, Guiding Question: *What are some similar and different perspectives of people in the Nuer and Dinka tribes?*
 - Gather evidence using the graphic organizer from Excerpt 1 (Dinka/Nuer before 1980) of “Sudanese Tribes Confront Modern War” AND from Chapters 1-5 of *Long Walk to Water*. See the Engage NY resources in Appendix D for planning guidance and sample evidence collectors.
 - Day 2, Guiding Question: *How and why did the relationship between the Dinka and the Nuer tribes change after 1991? What are the lasting consequences of these changes?*
 - Pair this guiding question with the second excerpt of “Sudanese Tribes Confront Modern War.” Students should be able to articulate how and why the relationship between these tribes became more tense and violent.

- The teaching points this week are designed to let students practice the same skills (POV, impact of time and place, connections) on both fiction and nonfiction text.

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Week 3:

RI.7.2
RI.7.3
RI.7.9

RL.7.2
RL.7.6
RL.7.9

I. Analyze the Perspective of the Dinka Tribe: How has time, place, and/or culture affected the people of Sudan?

- *(First Read)* Gather evidence about the Dinka tribe by reading and determining the central ideas “Loss of Culturally Vital Cattle.” This article is separated into two excerpts; decide if you will read it straight through or across two days.
- *(Second Read + Writing)* Analyze the perspectives of the Dinka Tribe by responding to the following big question, using text evidence from both excerpt 1 and excerpt 2: ***How has the war, and specifically the loss of cattle, affected the Dinka?***

II. How does Linda Sue Park develop a theme about survival?

- Throughout chapters 9-13, students should consider the essential question: *How do individuals survive in challenging environments?*
 - Students should analyze how Salva and other characters confront specific challenges. Notice how Salva changes during these chapters to help you infer the author’s themes.
 - Analyze how specific sentences, quotes, or chapters contribute to the development of a theme. See Appendix D for text-dependent questions related to theme development.
- In chapter 13, students should compare and contrast the two leaders (Salva and the leader in Nya’s village) to determine a theme about leadership and surviving in challenging environments. See Appendix D for resources.

III. What common experiences do Salva and Zlatko (a Bosnian refugee) share? What differences exist between their experiences and perspectives?

- Read “Zlatko’s Story” and gather evidence about his individual perspective. How has the situation in Bosnia and the experiences he’s had affected him?
- Use the graphic organizer in Appendix D to make connections between Salva and Zlatko. Compare and contrast their perspective, motivations, and experiences.

Anchor Text:

Long Walk: Ch. 9-13
(Pages 51-82)

Supplemental Texts (Appendix B)

- “Loss of Culturally Vital Cattle”
- Zlatko’s Story -Bosnia
- *(Optional)* Michael’s Story - Sudan

Supplemental Resources (Appendix D)

- Chapter 9-10 TDQs: Analyzing Themes
- Chapter 13: Analysis Questions (theme)
- “Zlatko” – Making Connections graphic organizer and prompt

- To connect the “Cattle” article with the novel, reread the following sentences on page 2: *“Salva’s father was a successful man. He owned many head of cattle and worked as their village’s judge-an honored, respected position.”* Explain that we’ll use this article to investigate why there’s so much talk of cattle in the novel, and to explore how this might be important to us in understanding Salva’s identity and point of view.
- During your discussion of theme this week, you can tell students that their final performance task relates to this idea of survival. Feel free to share the prompt with students so they can begin collecting evidence now before forming their claim in Week 6.

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- *Creative Writing Connection:* Have students draft and perform a conversation between Zlatko and Salva that conveys similarities and differences in point of view.

- Another informational text from the UNHCR (that explains a man named Michael's experiences fleeing Sudan) is also in Appendix B. This can be used as an extension text or to continue students' practice with making connections across texts.

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Week 4:

RI.7.6
RI.7.7
RI.7.9

RL.7.2
RL.7.5
RL.7.9

I. Comparing Historical and Fictional Accounts: How did Linda Sue Park draw on real historical events in her novel?

- Evaluate Linda Sue Park’s portrayal of the Second Sudanese Civil War by comparing an informational text (“Life and Death in Darfur: Lost Boys” excerpt from Week 1) with Chapters 14 and 15 in *A Long Walk to Water*.
 - First, students should focus evidence collection around the big question, “*What challenges to survival are mentioned in both the article and A Long Walk to Water?*”
 - Then, students should go back into the text to compare and contrast the accounts of survival represented in both texts. A graphic organizer and sample evidence are included in Appendix D.
 - Extension: *What is one way that Linda Sue Park altered history in a Long Walk to Water? Why might she have chosen to alter history in A Long Walk to Water?*

II. Analyzing Themes: What can we learn from *A Long Walk to Water*?

- Across Chapters 14-18, determine themes using evidence from across the novel. Analyze what messages the author conveys about survival, war, resilience, tolerance, and/or social responsibility.
 - See the Close Reading Passages in Appendix B (connected to chapters 17-18) to analyze theme.
 - Analyze the structure of the final chapter, and analyze how the resolution of the story’s conflicts also reveals central themes (see Appendix D).
- *Extension:* Watch the TED Talk by Linda Sue Park: “Can a Children’s Book Change the World?” (link to the right). In this talk, she explores how books we read when we’re children can teach us empathy and expand our world view. She also discusses the real Salva Dut, and her motivations for writing *Long Walk to Water*.
 - After watching, students can describe what Linda Sue Park wanted readers to take away from her book, and

Anchor Text:

Long Walk: Ch. 14-18
(Pages 83-115)

Supplemental Texts (Appendix B)

- “Life and Death in Darfur: Lost Boys”
- TED Talk: Linda Sue Park
<https://www.youtube.com/watch?v=40xz0afCjnM>
- “Refugees and Migrants”
- “Syrian Refugees in Jordan and Lebanon snared in poverty”
<http://www.unhcr.org/567185d71509.html>

Supplemental Resources (Appendix D)

- Graphic Organizer: Comparing Historical and Fictional Experiences in Sudan
- Ch. 17-18 Theme Close Readings
- Ch 18: Text Structure and Themes

- This is the second time in this unit that students will read the excerpt about the Lost Boys. This is intentional, as the task they are completing this time around is much more complex and requires deeper critical thinking.
- Many additional resources and information about the real Salva and his organization can be found at www.waterforsouthsudan.org, including video interviews with Salva Dut, ways to get involved with the cause, and links to resources for *Long Walk to Water*.

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evaluate if and how she achieved this goal.

III. What is the author's point of view in the essay, "Refugees and Migrants," and how is it developed?

- Read Amnesty International's write up of "Refugees and Migrants" (Appendix B). Determining the author's point of view and intent by looking closely at word choice and choice of visuals/photographs. Trace how the author develops his argument using specific details, examples, anecdotes, and photographs.
- As an extension (or to make connections), read the article "Syrian Refugees in Jordan and Lebanon snared in poverty" to determine the author's point of view and intent for writing. Both authors use strong language and descriptions to convey their opinions on the issue. They both have a clear purpose for writing that we can infer by reading closely.

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Week 5:

RI.7.6
RI.7.7
RI.7.9

RL.7.6
RL.7.9

I. How does Linda Sue Park's point of view and purpose compare with Judy A Bernstein's (*editor of They Poured Fire on Us From the Sky*)?

- **Provide Context:** Explain that “They Poured Fire on Us From the Sky” is another book that tells the stories of Lost Boys who fled Sudan during the second civil war. Although Salva’s story was fictionalized, the Lost Boys themselves wrote the stories in this book. This week, we’ll read excerpts from this book in order to compare experiences and analyze how related ideas are conveyed across genres. (*RI.6, RI.9*)
 - First, read the **Introduction to “They Poured Fire”** (pages xiii-xxv) and the **“Author’s Note” from “Long Walk to Water”** separately. Identify the point of view of each author, and analyze what motivated each of the authors to write their book. Reading the introduction of “They Poured Fire” will also give students important background information about this book that will help them to access the various excerpts.
 - Analyze and discuss: How are the authors’ opinions and purposes similar? How are they different, and why? Students should cite particular details or paragraphs from each text to illustrate their comparisons.

II. How can we compare personal accounts (*They Poured Fire on Us From the Sky*) with fiction (*Long Walk to Water*)?

- Pair the following excerpts from *They Poured Fire on Us From the Sky* with the designated section of *Long Walk to Water*. After reading each pair, students should compare and contrast the two texts, focusing on the content/what happened, the narrator’s point of view, and/or how the author presents a specific idea or event. (*RL9, RI.9*)
- Paired Texts (*Choose at least two sets; more if time permits*):
 - Topic 1: Growing Up in “Dinkaland”
 - *Long Walk to Water*: Pages 1-7
 - *They Poured Fire*: Pages 3-6

(continued on next page)

Anchor Text:

Excerpts from
They Poured Fire and
Long Walk to Water

Supplemental Texts (Appendix B)

- Video Clips (links in Teaching Point III)

Supplemental Resources (Appendix D)

- Coming to America: Comparison student materials (*use with Ch. 15 in Long Walk and pgs. 297-304 in TPF*)

- This week, students will read a number of excerpts from the book, “They Poured Fire on Us From the Sky.” These are not included in Appendix B because each student should receive a hard copy of the entire book. Encourage students to read the full text during independent reading time if they are interested – this is their book to keep.
- Once you’ve read, modeled, and analyzed at least one pair of texts with teacher guidance (Teaching Point II), you can incorporate student choice by allowing individuals or groups to read and compare a pair of their choice.
- For Teaching Point II, consider using the “Coming to America” section as your first example (for modeling purposes). Since students read *LWTW* Chapter 15

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- Topic 2: Becoming separated from family
 - *Long Walk to Water*: Pages 8-19
 - *They Poured Fire*: Pages 52-54 and 57-62
- Topic 3: Crossing the Gilo River
 - *Long Walk to Water*: Ch. 12-13
 - *They Poured Fire*: Pages 137-141
- Topic 4: Coming to America
 - *Long Walk to Water*: Chapter 15
 - *They Poured Fire*: Pages 297-304

III. How can videos provide a unique perspective and enhance my understanding of topics?

- Teaching Point: Like authors, film directors make intentional choices in order to convey important stories and ideas. Videos can add to our understanding of topics, especially those that are relatively new because they help us visualize and understand nuances. (*RI.7, RI.9*)
 - Choose one or more of the following videos and guide students to think about how each one connects to topics and/or texts they've previously analyzed.
- National Geographic "Lost Boys: Migration and Cultural Identity" Video Clip and (optional) activity
 - Student can watch excerpts from the film "God Grew Tired of Us" and discuss the challenges the Lost Boys faced while adapting to life in the United States.
 - <http://education.nationalgeographic.org/activity/cultural-identity-lost-boys/>
- Short clips about Syrian refugees' relocation to Canada:
 - <http://youtu.be/ZBOeoA5onJY>
 - <http://youtu.be/kfSHGZ8iXrY>

Students make connections between these videos and both novels; compare/contrast the experiences of one or more people.

last week, the events should be fresh in their minds. This will allow you to spend less time rereading, and more time comparing and contrasting before sending students off to do this on their own with a new text pair. Materials are available in Appendix D.

- Although they are not required as part of this curriculum, the National Geographic website (listed in Teaching Point III) has great video resources, interactive maps and timelines, and corresponding activities/tasks that you can explore with students if you have time for extension.

Unit 7.4: Analyzing Across Genres (*A Long Walk to Water*)

Week 6:

RL.7.2
RL.7.6
RL.7.9

W.7.1
W.7.9
RI.7.9
RL.7.9

I. How does a poet convey their point of view? What can we learn from the poem, "We Refugees?"

- To wrap up the unit, explain that we've already read a variety of texts to determine people's point of view. Poetry is another way people convey their experiences and perspective. Read "We Refugees" and make connections between the poet's point of view and the other individuals we've learned about. Determine themes from the poem that overlap with other texts we've read.
- Note: Students will be given the option to cite evidence from this poem in their final performance tasks, so it's important that students keep track of their notes and thinking about this poem. Analysis questions can be found in Appendix D.

II. Complete Performance Tasks

- Students will develop and support a claim in response to the essential question, "How do individuals survive in challenging environments?" Students will need to incorporate evidence from the anchor text, a supplemental text of their choice, and a new film called "Rabbit Proof Fence" to support their claims. For this essay, students will be given a little more freedom to organize their paragraphs and evidence in a way that best allows them to support their thesis.
 - See Appendix C for details, the prompt, student planning sheets, background on the film, and a rubric.

Anchor Text:

Long Walk to Water
(Performance Task)

Supplemental Texts (Appendix B)

- "We Refugees" Poem

Performance Tasks (Appendix C)

- Culminating Essay Prompt, Materials, and Rubric
- MCLASS Assessment (hard copy) and Teacher Rationale

Supplemental Resources (Appendix D)

- "We Refugees" Analysis Questions

- Using their knowledge from throughout the unit, students should recognize most of the poet's allusions (ie. historical references) in *We Refugees*. Point out that this poem would have very little meaning had we not grown our understanding through a variety of other texts first. This concept applies to other topics you're interested in – read as much as you can!
- The running time for "Rabbit Proof Fence" is 1 hour, 34 minutes. You may choose to show the film across two class periods to allow for some background building, discussion, and checks for understanding. While watching, students should always have either guiding questions to focus their viewing, or a note-catcher to record ideas for their essays.

Unit 7.4: Analyzing Across Genres (*A Long Walk to Water*)

Appendix A: Unpacked Standards Guide

Source: Public Schools of North Carolina NCDPI Collaborative Workspace

Standard	Explanation and Example
<p>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.</p> <p>RL 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</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>Seventh grade students develop the ability to gather more than one piece of evidence to support their thinking about the texts they read. Students need to be able to find pieces of relevant evidence that not only support their thinking, but are linked together to a common idea or conclusion. To do this work, students need practice in locating, evaluating, and categorizing evidence and linking this evidence to conclusions or claims they have made about the text. At this level, seventh grade students continue to make inferences and draw conclusions based upon the relationship between the support (key details) they find in the text and the background information they bring to the reading. Seventh grade students take notice of the author's use of coherent language to build relationships between ideas and evidence in a text. They can use partner, small group and whole class discussion as well as note-taking and graphic organizers to clarify their thinking about the development of the author's theme over time within a text.</p> <p>Seventh grade students read the text closely to analyze the impact specific story elements have on the text. For example, they may think of how the plot and setting affect the actions/choices of the characters. To do so, students will need to read across various genres (widely and deeply) and use a comparison tool (graphic organizer) to take note of the relationships.</p>
<p>RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>Seventh grade students pay attention to writing structures. These structures might be unique to a genre (soliloquies in plays; sonnets in poetry). Students will read literature across various genres and observe how the structure adds to the meaning of the work. To do this work, students must first be able to describe the structure. This may require students to investigate many pieces of writing with the same structure in order to identify their unifying element. Beyond identifying and describing the structure of a written work, students need to explain how the structure adds to the overall meaning of the piece. This requires they use their prior knowledge of a particular structure to draw inferences regarding how it affects the writing. Students may need repeated teacher modeling through think-alouds, as well as guided practice and guiding questions to help them fully develop this skill.</p> <p>Seventh grade students observe the viewpoints of characters and how these viewpoints resemble or differ from one another. Students keep track of what characters say, do, and think. To do this work, students may compare and contrast the characters' points-of-view in a Venn Diagram. In doing so, students may be able to trace how the author succeeded in creating and conveying the similar and/or dissimilar characters to the reader.</p>

Unit 7.4: Analyzing Across Genres (*A Long Walk to Water*)

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.

Seventh grade students notice the similarities and differences between historical fiction and a factual text. Students may read a factual account of a historical event and then read about the same event as historical fiction. With the support of a Venn Diagram, they may compare and contrast the two (including time period, location, and historical figure). Students are looking for clues that explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story.

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.

Seventh grade students develop the ability to gather more than one piece of evidence to support their thinking about the informational texts they read. They need to be able to find pieces of relevant evidence that not only support their thinking, but are linked together to a common idea or conclusion. To do so, students at this level need practice locating, evaluating, and categorizing evidence and linking this evidence to conclusions or claims they have made about the text.

RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

At this level, seventh grade students must be able to locate and describe the central ideas presented in a text. They understand how the central ideas are related to the details and examples that support them. Students pay attention to how the central ideas are developed throughout the text, and they observe how the details and examples work together to uphold the central idea. Seventh grade students should be able to summarize what they have read, free from their own opinions and bias.

Seventh grade students need to read closely to analyze relationships between individuals, events, and ideas in a text. For example, in an informational history book, students may reflect on how historical figures influenced ideas or events of the time period and vice versa. To do so, students will need wide and deep exposure to informational texts. They may also need tools for recording the relationships they observe, such as a graphic organizer or structured note-taking

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.

Seventh grade students continue to investigate the author's point of view and purpose for writing. They notice how the author makes their point of view unique from the opinions of others. This work might require students to read several pieces of text around a particular topic, noting how authors approach the topic differently.

Unit 7.4: Analyzing Across Genres (*A Long Walk to Water*)

RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Seventh grade students build an understanding of how content differs depending on the medium in which it is presented. To do this work, students need to be able to interact with a particular segment of text and analyze how it is expressed in more than one format or medium. Students will observe how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats. Students will develop the ability to identify techniques present in each format or compare/contrast two or more formats. For example, students may compare and contrast how a segment from a presidential speech comes across one way, in written format, than in another way, via a live viewing. Seventh grade students will then reflect upon how the techniques within all mediums utilized affect and/or shape/color the particular segment of text.

Seventh grade students become more familiar with how information can take several shapes. They investigate how one topic may be presented in different ways. While reading two or more texts on the same topic, students pay particular attention to how the authors use the same information, but produce different texts because they interpret the information differently. To begin thinking this way themselves, students may need teacher modeling through think-alouds to point out how the authors' use of the same information differs.

W.7.1: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Seventh grade students write arguments that are supported by several pieces of relevant evidence. At this level, students are developing the ability to combine pieces of evidence to demonstrate the validity of their claim(s). They learn to present their belief to the intended audience by introducing their claim(s) (with alternate and opposing ideas) and ending their piece with a concluding statement or section. They also learn to connect their ideas in a logical way. To do so, students will need strategies for finding relevant evidence to defend the judgments and interpretations they make about the texts they read. They will also need to spend significant amounts of time and effort writing in order to produce numerous pieces over short and extended time frames throughout the year.

Students need to engage in behaviors that lead to the expression of ideas and claims about what they read. This should be practiced both verbally and in writing and in various formats: partner work, small group discussion, debates, etc. Students need a purposeful focus on how to make choices. For example, seventh grade students need to be able to choose words, phrases, and clauses to create cohesion among ideas and evidence in their writing. They also need to be able to choose accurate, credible sources.

Unit 7.4: Analyzing Across Genres (*A Long Walk to Water*)

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”).
- b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

Seventh grade students need to draw evidence from literary or informational texts to support their writing. They will develop the ability to break- apart and reflect upon textual evidence. The thoughts and reflections derived from the text's evidence may spark a students' interest from which they may conduct research. Conducting research enables students to expand their thinking and grow their ideas. Teachers may refer to the reading standards for literature and literary non-fiction for tasks already familiar to students.