



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 1: Unit 3: Lesson 2**

## **Mid-Unit 3 Assessment and Planning the Two-Voice Poem**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can cite text-based evidence to support an analysis of literary text. (RL.7.1)
- I can determine the central ideas of informational text. (RL.7.2)
- I can analyze the development of a central idea throughout the text (including its relationship to supporting ideas). (RL.7.2)
- I can objectively summarize informational text. (RL.7.2)
- I can analyze how an author develops and contrasts the points of view of characters and narrators in a literary text. (RL.7.6)
- I can compare and contrast a fictional and historical account of a time, place, or character. (RL.7.9)
- I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3)

**Supporting Learning Targets**

- I can explain how Park compares and contrasts Salva and Nya to convey ideas about how people survive in Sudan.
- I can plan and write a two-voice poem that compares and contrasts Salva and Nya to convey my own ideas about how people survived in the challenging environment of South Sudan.

**Ongoing Assessment**

- Mid-Unit 3 Assessment



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task: Preparing for Assessment (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mid-Unit 3 Assessment (20 minutes)</li><li>B. Preparing to Write Two-Voice Poem (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Exit Ticket: What Is the Theme You Will Try to Convey in Your Poem? (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read the two-voice poem “Unexpected Links,” and answer text-dependent questions.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In Part A of Work Time, students demonstrate their ability to analyze how Park compares and contrasts Salva’s and Nya’s points of view, and how her juxtaposition of these two characters allows her to convey ideas about how people survive in Sudan.</li><li>• In Part B of Work Time, students shift from analyzing how Park used two characters to communicate her ideas to considering what ideas they as writers want to convey in their two-voice poem and planning for how they can use the two characters to do this.</li><li>• Please note that there is not an exit ticket provided in the supporting materials. This is because the exit ticket is completed by writing a note and starrng evidence on the Two-Voice Poem: Gathering Evidence graphic organizer (from Unit 2) and is an important part of planning to write their two-voice poems. It will be helpful to review these to make sure students are on track to write focused, purposeful poems. You may want to note students who are struggling and pull them into a small group for extra support. These students may benefit from being assigned a theme. Also, if you have some special education staff who can help at this point, that might be useful for students who are really struggling.</li><li>• In advance: Look over the Two-Voice Poem: Gathering Evidence graphic organizers that students turned in (Unit 2, Lesson 18 or 19). Review the students’ work to make sure all of them have successfully set a focus and gathered ideas for their poem. To help students prepare for the End of Unit 3 Assessment, consider providing them with specific feedback about how well their evidence from informational text matches the aspects of Salva’s and Nya’s stories they chose to focus on. Noticing which students have struggled to complete the graphic organizer may also guide your thinking about which ones may need additional support during the writing process.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
Do not preview vocabulary for the assessment task.	<ul style="list-style-type: none"><li>• Juxtaposition Practice handout (from Lesson 1)</li><li>• Mid-Unit 3 Assessment: Author’s Craft: Juxtaposition in <i>A Long Walk to Water</i> (one per student)</li><li>• Mid-Unit 3 Assessment: Author’s Craft: Juxtaposition in <i>A Long Walk to Water</i> (Answers for Teacher Reference)</li><li>• Two-Voice Poem: Gathering Evidence graphic organizer (from Unit 2, Lesson 17; with teacher feedback)</li><li>• “Unexpected Links” homework (one per student)</li></ul>

Opening	Meeting Students’ Needs
<p><b>A. Entry Task: Preparing for Assessment (5 minutes)</b></p> <ul style="list-style-type: none"><li>• As students enter, return the <b>Juxtaposition Practice handouts</b> from Lesson 1 with your comments on them.</li><li>• Focus comments for students who are struggling (students who are on track just need to know that). Give them several minutes to review the feedback and discuss it with a partner. Consider using this time to confer briefly with a few students most in need of clarification.</li></ul>	<ul style="list-style-type: none"><li>• Providing specific and focused feedback helps students set concrete goals for reaching learning targets.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit 3 Assessment (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that today they get to demonstrate their progress on the learning target that they practiced yesterday and that is posted today. Assure students that there are no tricks to this assessment; it really is exactly the same process they've been practicing in class in Unit 2 and in Unit 3, Lesson 1.</li> <li>Distribute the <b>Mid-Unit 3 Assessment: Author's Craft: Juxtaposition in A Long Walk to Water</b> to each student. Ask them to read through it carefully and follow these directions:               <ol style="list-style-type: none"> <li>Circle all of the items for which you will need to find textual evidence from the book or from your notes.</li> <li>List materials or papers you will use in the assessment, and then get these out.</li> </ol> </li> <li>Answer any clarifying questions about the assessment. Tell students that everyone needs to remain silent until the entire class is finished, that this commitment is how they show respect for each other and it is non-negotiable. Write on the board: "If you finish early, you can ..." and include suggestions they made in Unit 1 (Lesson 14).</li> <li>Students complete Mid-Unit 3 Assessment.</li> <li>If students finish early, encourage them to continue with their independent reading book or to begin their homework.</li> </ul>	<ul style="list-style-type: none"> <li>If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.</li> </ul>
<p><b>B. Preparing to Write Two-Voice Poem (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Congratulate students on the mastery they have just shown on the assessment and explain that for the rest of the lessons, they will be thinking about their own writing and the choices they will make as writers. Just as Park had a purpose for which she juxtaposed two characters, so they also need a purpose for their writing.</li> <li>Return the <b>Two-Voice Poem: Gathering Evidence graphic organizers</b> and give students a few minutes to quietly review your feedback. Tell them that they will be doing an assessment in a few lessons on their ability to select evidence from informational text to support a theme, and the feedback on this graphic organizer will let them know how they are doing with this skill.</li> <li>Tell students that writers often play with several ideas before they generate their writing plans, and that they often talk over their ideas. Today, they will do a short protocol to help them explore possibilities and think about what will make their poems most compelling.</li> <li>Use the Back-to-Back and Face-to-Face protocol with these questions:               <ul style="list-style-type: none"> <li>* What is the most important factor in survival on your chart? Why is it important? Star it.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The Back-to-Back and Face-to-Face discussion activity acts as a physical and mental release for students' focus after the mid-unit assessment. Ensuring that students have opportunities to incorporate physical movement in the classroom supports their academic success. This closing activity is meant to help students synthesize their current understanding of the characters in the novel in a low-stakes structure.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>* What big idea do you want your readers to understand about that survival factor? How will you use Salva's and Nya's points of view to communicate this?</li><li>* What would be a compelling detail or scene with which to start your poem? Write a #1 next to it. Why would it be a good place to start?</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: What Is the Theme You Will Try to Convey in Your Poem? (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students to follow the process below to capture their thinking on their <b>Two-Voice Poem: Gathering Evidence graphic organizer</b>.</li></ul> <ol style="list-style-type: none"><li>1. At the top of your graphic organizer, write: The big idea about survival I want my poem to convey is _____.</li><li>2. Complete the sentence, explaining the main idea you want your poem to convey about survival.</li><li>3. On the Two-Voice Poem: Gathering Evidence graphic organizer, star the details from each column that will be most helpful to you in conveying this idea.</li></ol>	<ul style="list-style-type: none"><li>• To provide visual support, consider posting these directions on the board.</li><li>• Consider collecting the Two-Voice Poem: Gathering Evidence graphic organizer to make sure that all students have a clear main idea for their poem and to guide your decisions about who may need additional support during the writing process.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Review the two-voice poem "Unexpected Links" Homework. Answer the text-dependent questions.</li><li>• Find a book that has a map in it. You can look in our classroom library, the school library, your local library, or at home. Examine the map closely. Does it have a key? What are some of the physical features that are shown on the map?</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 1: Unit 3: Lesson 2

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

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

**For this assessment, you may use your book as well as any reading notes you have.**

Reread the passage on pages 109 – 110

A year passed, then two . . . then three. Salva spoke to hundreds of people – in churches, at civic organizations, in schools. Would he ever be able to turn his idea into reality? Whenever he found himself losing hope, Salva would take a deep breath and think of his uncle's words.

*A step at a time.*

*One problem at a time—just figure out this problem.*

Day by day, solving one problem at a time, Salva moved towards his goal.

**Reread the passage on page 113**

In a few more days, the school would be finished. Nya and Dep and Akeer would all go to school, along with the other children. Next year there would be a marketplace where the villagers could sell and buy vegetables and chickens and other goods. There was even talk of a clinic someday—a medical clinic, so they wouldn't have to walk so far to get help, as they had to when Akeer was ill.

It was the well that was bringing the village all these good things.

1. What is one similarity between Salva and Nya in these two passages?
  - a. They are both attending school.
  - b. They are living in the same country.
  - c. They are making speeches about why a well is important.
  - d. They both think that a well will help Nya's village and others like it.
2. What is one way that Salva and Nya are contrasted in these two passages?
  - a. Salva is giving his speeches before the well is built; Nya sees the well after it is built.
  - b. Nya is not as persistent as Salva.
  - c. Nya is in Sudan; Salva is in Kenya.
  - d. Nya thinks about her family, and Salva does not.
3. What theme does the author communicate by juxtaposing these two passages?
  - a. Public speaking takes bravery.
  - b. A well changes village life in South Sudan.
  - c. Progress towards a goal is often made one step at a time.
  - d. Salva's organization built a well for Nya's village.





4. What evidence from the passages supports this claim? Select two choices from the list below.

- a. Salva spoke to hundreds of people.
- b. Whenever he found himself losing hope.
- c. The school would be finished.
- d. It was the well that was bringing the villages all these good things.
- e. Ny and Dep and Akeer would all go to school
- f. Solving one problem at a time, Salva moved towards his goal

5. In the two passages, what quality does the author suggest that Salva and Nya share?

- a. Bravery
- b. Hope
- c. Happiness
- d. Compassion

6. Explain how this emotion helps either Salva or Nya to survive. Support your answer with specific textual evidence from Chapters 17 and 18.

---

---

---

---

7. How does juxtaposing these two scenes help Park explain how people survive in South Sudan? In other words, why is having both of these scenes more helpful in conveying this theme than having just one scene, or not having them near each other?

---

---

---

---

---



**For this assessment, you may use your book as well as any reading notes you have.**

Reread the passage on pages 109 – 110

A year passed, then two . . . then three. Salva spoke to hundreds of people – in churches, at civic organizations, in schools. Would he ever be able to turn his idea into reality? Whenever he found himself losing hope, Salva would take a deep breath and think of his uncle's words.

*A step at a time.*

*One problem at a time—just figure out this problem.*

Day by day, solving one problem at a time, Salva moved towards his goal.

**Reread the passage on page 113**

In a few more days, the school would be finished. Nya and Dep and Akeer would all go to school, along with the other children. Next year there would be a marketplace where the villagers could sell and buy vegetables and chickens and other goods. There was even talk of a clinic someday—a medical clinic, so they wouldn't have to walk so far to get help, as they had to when Akeer was ill.

It was the well that was bringing the village all these good things.

1. What is one similarity between Salva and Nya in these two passages?
  - a. They are both attending school.
  - b. They are living in the same country.
  - c. They are making speeches about why a well is important.
  - d. They both think that a well will help Nya's village and others like it.**
2. What is one way that Salva and Nya are contrasted in these two passages?
  - a. Salva is giving his speeches before the well is built; Nya sees the well after it is built.**
  - b. Nya is not as persistent as Salva.
  - c. Nya is in Sudan; Salva is in Kenya.
  - d. Nya thinks about her family, and Salva does not.
3. What theme does the author communicate by juxtaposing these two passages?
  - a. Public speaking takes bravery.
  - b. A well changes village life in South Sudan.
  - c. Progress towards a goal is often made one step at a time.**
  - d. Salva's organization built a well for Nya's village.



4. What evidence from the passages supports this claim? Select two choices from the list below.
- a. Salva spoke to hundreds of people.
  - b. Whenever he found himself losing hope.
  - c. The school would be finished.
  - d. It was the well that was bringing the villages all these good things.**
  - e. Ny and Dep and Akeer would all go to school
  - f. Solving one problem at a time, Salva moved towards his goal
5. In the two passages, what quality does the author suggest that Salva and Nya share?
- a. Bravery
  - b. Hope**
  - c. Happiness
  - d. Compassion
6. Explain how this emotion helps either Salva or Nya to survive. Support your answer with specific textual evidence from Chapters 17 and 18.

*Note: This is a list of possible answers. There are other correct answers also. For full credit, students should clearly explain a connection between hope and survival, and they should cite specific textual evidence.*

Hope helps Salva survive:

- He kept hoping to see his father, even though he had to wait months—but hope made him keep working until he got there and was reunited with him.
- The hope of making life better in Sudan led him to start his organization. Even when he had to do difficult things, like speak in front of people, hope of success helped him keep going.
- Salva also has hope for Nya's village. He works to get the well there and sees the results.

Hope helps Nya survive:

- Hope about learning to read and write makes it easier to do her work (carry the water).
- She has hope that her life will improve, which means she is likely to take advantage of the changes the well will bring.
- Hope about all of the ways that the well will improve her life makes her go to thank Salva, even though he is a Dinka.



7. How does juxtaposing these two scenes help Park explain how people survive in South Sudan? In other words, why is having both of these scenes more helpful in conveying this theme than having just one scene, or not having them near each other?

Answers should be similar to conversations in Unit 3, Lesson 1: students could refer to the following:

- \* providing two different points of view
- \* having the two scenes next to each other makes it easier to compare Nya and Salva
- \* providing two different types of evidence so that reader will relate to at least one
- \* helping the reader see that there are patterns

Answers will vary. Possible response:

By juxtaposing these two scenes, Park helps readers notice that hope helps both Salva and Nya survive. They both have different hopes and take different actions, so it would be harder to notice that hope helps them both if she had not put the scenes next to each other. When Park puts the two scenes next to each other, she can show how Salva's hope that he could make a difference led him to take action that changed people's lives. His hope and his actions led to a well in Nya's village and a chance for her to go to school.

Showing how hope is important to two characters lets Park show readers a pattern. Hope is important for survival in many cases. Hope allows Salva to start a new organization. Hope allows Nya to dream of a better life. Showing two different forms of hope also gives readers two different stories to think about. This makes it more likely that every reader will connect with at least one of the character's stories.



Name:

Date:

Read the poem “Unexpected Links,” then answer the questions. Remember to refer to specific details from the text as you answer the questions.

1. What are the “two voices” in this poem? What two points of view do they represent?

2. How does the author compare and contrast these two points of view? What do they have in common? How do they differ?

3. What is the big idea about the experiences of the two girls the author trying to communicate in this poem?

4. How does comparing the two voices help her do to that?



5. Look carefully at the landforms and water in one of those three countries. What is the physical environment like these?

---

---

---

---

6. Explore the maps!



A Suburban Girl

I wish I had my own room.  
My sister tore my  
Jonas Brothers poster  
and lost my mood ring.  
Sometimes, I hang a sheet over  
the couch and table to make  
a private place,

wakes me

I search the refrigerator  
and Mom yells at me  
to stop wasting  
electricity. I quick pick  
string cheese and apple juice  
for my snack. I grab  
graham crackers and juice for

**a dark, green tent**

**sun filtering in**

**every morning,**

**When I am hungry**

**my little sister**

**I miss my father**

A Refugee Girl

is our world.  
Seven of us inside, but we all fit  
because we have only  
woven mats on the dirt floor and  
the tattered clothes we wear and the  
possibility of

I ignore my cavernous stomach.  
When the whirr of helicopter blades  
announces food,  
I scramble out  
to be first in the cloudy line  
for sorghum,  
which we resell for  
small amounts of real food.  
That is what I do

was hurt yesterday  
by men who thundered into  
our camp on horseback,  
men who pointed fire at us all  
and I wish my father were here  
but we had to leave him behind  
and I do not know if he is all right



when he is out of town  
fixing hospital machines  
instead of home with us  
But he says  
he is lucky to have a job  
When he comes home,  
he always brings me

**a toy**

can be anything  
We stuffed a sorghum sack  
with old newspapers  
and played soccer  
for three hours yesterday  
while our mothers listened  
for hoofbeats in the distance  
or metal birds in the sky  
and we pretended  
not to be scared and  
tried to concentrate on

my mom is  
crying as she watches  
the news on t.v.  
Children, she says,  
deserve

**right now**

for a future

**Freedom**

**Hope**

**Peace**

**our  
world**

from fear

in