



EXPEDITIONARY  
LEARNING

## **Grade 7: Module 1: Unit 1: Lesson 14**

**End of Unit Assessment:** Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes



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

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)  
 I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)  
 I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

**Supporting Learning Targets**

- I can cite several pieces of text-based evidence to support an analysis of the article “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps.”
- I can select evidence from the article “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps” to support analysis of the perspectives of the Dinka tribe of Southern Sudan.

**Ongoing Assessment**

- End of Unit Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Introducing Learning Targets and End of Unit Assessment (5 minutes)</p> <p>2. Work Time</p> <p>A. End of Unit Assessment: Gathering, Selecting, and Using Evidence to Analyze Perspective in Informational Text (25 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Back-to-Back and Face-to-Face Discussion: Questions for the People of South Sudan (5 minutes)</p> <p>4. Homework</p> <p>A. Continue reading your independent reading book for this unit at home.</p>	<ul style="list-style-type: none"><li>• In this lesson, students complete the Gathering Evidence and Selecting Evidence graphic organizer and respond to one constructed-response question independently for an End of Unit graded Assessment. This task calls upon students to employ the practices of close reading that they have been practicing throughout this unit, and to use the scaffolds for writing that they practiced during Lessons 12 and 13.</li><li>• Unit 2 will challenge students with continued instruction and assessments of writing.</li><li>• This lesson uses some of the same structures introduced for the Mid-Unit Assessment in Lesson 8, including setting norms for silent, focused work, and ending class with a Back to Back and Face to Face Discussion.</li><li>• Create the rubric for the End of Unit Assessment using strategies from “Things Close Readers Do” and language from the lesson’s learning targets.</li></ul>



Lesson Vocabulary	Materials
<p>cite, text-based evidence, objectively, summarize, coherent, constructed-response, analysis, perspectives, detail/evidence, inference/reasoning</p>	<ul style="list-style-type: none"> <li>• Reader's Notes (students' own from all previous lessons)</li> <li>• Document camera</li> <li>• "Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps" (from Lesson 13 homework; one per student; one to display; focus on excerpt 2)</li> <li>• End of Unit 1 Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes (one per student)</li> <li>• End of Unit 1 Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes (Answers for Teacher Reference)</li> <li>• Back to Back and Face to Face prompts (for Teacher Reference)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Introducing Learning Targets and End of Unit Assessment (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Share learning targets:             <ul style="list-style-type: none"> <li>* "I can cite several pieces of text-based evidence to support an analysis of the article 'Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps.'"</li> <li>* "I can select evidence from the article 'Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps' to support analysis of the perspectives of the Dinka tribe of Southern Sudan."</li> </ul> </li> <li>• Tell students that today they get to demonstrate their progress on these learning targets in the End of Unit Assessment. Assure students that there are no tricks to this assessment; it really is the exact process they've been practicing in class through Lessons 12 and 13.</li> <li>• Tell students that everyone needs to remain silent until all students are done with the End of Unit Assessment, 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 prompt students to suggest appropriate, silent activities that they can complete. This list should include "Continue reading in <i>A Long Walk to Water</i> and making notes on the <b>Reader's Notes</b> about the gist of upcoming chapters." The list could also include "Complete homework for other classes" or "Continue reading your independent reading book for this unit" or "Sit quietly."</li> </ul>	<ul style="list-style-type: none"> <li>• Taking time to ask for students' ideas about other tasks they can complete while their classmates are working can greatly enhance student buy-in for setting clear expectations for students' focused work.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. End of Unit Assessment: Gathering, Selecting, and Using Evidence to Analyze Perspective in Informational Text (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>End of Unit Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes</b> to each student. Tell students to remain silent until all classmates are finished with their work, and prompt students to begin.</li> <li>• If students complete their End of Unit Assessment, encourage them to stay seated and complete one of the tasks listed on the board (“If you finish early, you can…”).</li> <li>• Collect students’ assessments.</li> </ul>	

Closing and Assessment	Meeting Students' Needs
<p><b>A. Back-to-Back and Face-to-Face Discussion: Questions for the People of South Sudan (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Once all students have completed the End of Unit Assessment, post on the document projector (or have written on a chart) the <b>Back-to-Back and Face-to-Face prompts</b>. Before students stand up, read through the instructions for the Back-to-Back and Face-to-Face protocol. Ask for one student volunteer to describe the directions to the class in his/her own words.</li> <li>• Help students arrange into partnerships for this closing activity.</li> <li>• Circulate to listen in as students share, to gauge their depth of understanding of the text. Encourage them to elaborate on their answers, with probes such as “What else might a member of the Dinka tribe say?”</li> </ul> <p><i>Note: Capture students’ questions to possibly use during Unit 3, if you are able to arrange a visit with an immigrant from South Sudan.</i></p>	

Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Continue reading your independent reading book for this unit at home.</li> </ul>	



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## Supporting Materials



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.....  
**Name:**

.....  
**Date:**

Title of text: "Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps."

Part I: Gathering Evidence

**The two central characters in the novel *A Long Walk to Water*, Nya and Salva, are from two different tribes in South Sudan. Nya is Nuer, and Salva is Dinka. What are some similar and different perspectives of people in the Nuer and Dinka tribes?**

5. What will you be gathering evidence about? **Underline** the focusing question in the assignment above.
  
6. What information will you need to be able to answer the Guiding Question and to explain your answer? Turn to a partner. Look carefully at the graphic organizer as you **discuss** the answers to the questions below. **Color in** the circle next to each question after you have talked about it.

- What information will you put in the first two columns?
- Where will you get this information?
  
- What information will go in the third column?
- Where will this information come from?
  
- Why are you gathering all this information? What are you trying to figure out?

Reread the text, and **look for** information that will help you to complete the graphic organizer. Decide whether to add that evidence to the chart.



**End of Unit 1 Assessment: Identifying Perspective and Using Evidence  
from Informational Texts about the Dinka and Nuer Tribes**

**Part I: Gathering Evidence**

What are some similar and different perspectives of people in the Nuer and Dinka tribes?

<i>Detail/Evidence</i> <b>Experiences of people in the Dinka tribe</b>	<i>Page</i>	<i>Inference/Reasoning</i> <b>What this shows about the perspective of people in the Dinka tribe</b>	<i>Used in your writing?</i>
Quote		Meaning	
Quote		Meaning	
Quote		Meaning	



<b><i>Detail/Evidence</i></b> <b>Experiences of people in the Dinka tribe</b>	<b><i>Page</i></b>	<b><i>Inference/Reasoning</i></b> <b>What this shows about the perspective of people in the Dinka tribe</b>	<b><i>Used in your writing?</i></b>
Quote		Meaning	
Quote		Meaning	



**Part II: Selecting Evidence**

1. Read the text-dependent question (writing prompt):

*According to the second excerpt from “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,”  
how has the war, and specifically the loss of cattle, affected the Dinka?”*

2. Review your Gathering Evidence graphic organizer and *select* evidence (quotes) from the left-hand column.

Example evidence from the text (quote):

3. *Copy or explain more* about your inference/reasoning related to that evidence from the right-hand column.

Example thinking about this evidence:



**Part II: Selecting Evidence**

4. Use your notes from Step 3 above to draft a clear and coherent written response.

*According to the second excerpt from "Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,"  
how has the war, and specifically the loss of cattle, affected the Dinka?"*

5. The war and the loss of cattle have changed the Dinka by...  
(OR) The Dinka have been affected by the war and loss of cattle so that



Title of text: “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps.”

Part I: Gathering Evidence

**The two central characters in the novel *A Long Walk to Water*, Nya and Salva, are from two different tribes in South Sudan. Nya is Nuer, and Salva is Dinka. What are some similar and different perspectives of people in the Nuer and Dinka tribes?**

6. What will you be gathering evidence about? **Underline** the focusing question in the assignment above.
7. What information will you need to be able to answer the Guiding Question and to explain your answer? Turn to a partner. Look carefully at the graphic organizer as you **discuss** the answers to the questions below. **Color in** the circle next to each question after you have talked about it.

- What information will you put in the first two columns?
- Where will you get this information?
  
- What information will go in the third column?
- Where will this information come from?
  
- Why are you gathering all this information? What are you trying to figure out?



**End of Unit 1 Assessment: Identifying Perspective and Using Evidence  
from Informational Texts about the Dinka and Nuer Tribes**

**Part I: Gathering Evidence**

What are some similar and different perspectives of people in the Nuer and Dinka tribes?

<i>Detail/Evidence</i> <b>Experiences of people in the Dinka tribe</b>	<i>Page</i>	<i>Inference/Reasoning</i> <b>What this shows about the perspective of people in the Dinka tribe</b>	<i>Used in your writing?</i>
Quote <i>“The dancing begins at 7:25 a.m. as the thump of a drum splits the cool morning air in the Mangalatore camp for the displaced.”</i>		Meaning <i>Even though the Dinka are in a camp, they celebrate sometimes.</i>	
Quote <i>“But the occasion is marred by what is missing: There will be no cattle given to the Duk-Fuel family today, historically the central transaction at this ritual.”</i>		Meaning <i>The Dinka usually give cattle during this ceremony.</i>	
Quote <i>“Cattle stood at the heart of virtually every important tradition and ceremony in Dinka life. Myths rose up around the animal. The Dinka wrote songs about it. They</i>		Meaning <i>Cattle is an important part of the Dinka culture</i>	



<i>created dances to honor it.”</i>			
<b>Detail/Evidence</b> <b>Experiences of people in the Dinka tribe</b>	<b>Page</b>	<b>Inference/Reasoning</b> <b>What this shows about the perspective of people in the Dinka tribe</b>	<b>Used in your writing?</b>
Quote <i>“Dinka see the animal as the highest form of wealth.”</i>		Meaning <i>Cattle are very valuable to the Dinka.</i>	
Quote <i>“One story, about how the Dinka came to love cattle, has been turned into a tale of woe, in which God is punishing the tribe for devoting so much of itself to the animal.”</i>		Meaning <i>The Dinka have changed their stories because they don’t have cattle anymore. This story changed from being a story about how great the Dinka were, to a story about how God is punishing the Dinka.</i>	



**Part II: Selecting Evidence**

1. Read the text-dependent question (writing prompt):

*According to the second excerpt from “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,”  
how has the war, and specifically the loss of cattle, affected the Dinka?”*

2. Review your Gathering Evidence graphic organizer and select evidence (quotes) from the left-hand column.

Example evidence from the text (quote):

*“Cattle stood at the heart of virtually every important tradition and ceremony in Dinka life. Myths rose up around the animal. The Dinka wrote songs about it. They created dances to honor it.”*

3. Copy or explain more about your inference/reasoning related to that evidence from the right-hand column.

Example thinking about this evidence:

*Cattle is an important part of the Dinka culture.*



**Part II: Selecting Evidence**

4. Use your notes from Step 3 above to draft a clear and coherent written response.

*According to the second excerpt from “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,”  
how has the war, and specifically the loss of cattle, affected the Dinka?”*

5. The war and the loss of cattle have changed the Dinka by...

(OR) The Dinka have been affected by the war and loss of cattle so that

*The war and the loss of cattle have changed Dinka because they have lost their cattle. Before the war, “Cattle stood at the heart of virtually every important tradition and ceremony in Dinka life. Myths rose up around the animal. The Dinka wrote songs about it. They created dances to honor it.” Cattle is an important part of Dinka culture. Without cattle, their traditions are changing. “One story, about how the Dinka came to love cattle, has been turned into a tale of woe, in which God is punishing the tribe for devoting so much of itself to the animal.” The Dinka have changed their stories because they don’t have cattle anymore. This story changed from being a story about how great the Dinka were, to a story about how God is punishing the Dinka. The Dinka culture has been changed because of the war, and specifically because of the loss of cattle.*



Now that we've read some articles about the Dinka and Nuer tribes in Southern Sudan, what is one image that stays in your mind about how time, culture, or place has affected the people of Sudan?

What is another image that stays in your mind about how time, culture, or place has affected the people of Sudan?

If you could ask a member of the Dinka or Nuer tribe one question about his or her life, what would you ask? Why?