EXPEDITIONARY
LEARNING

Grade 7: Module 1: Unit 1
Overview

In this first unit, students will explore the question: "How do culture, time, and place influence the development of identity?" Through a study of the development of character in the novel *A Long Walk to Water*, students will immerse themselves in the experiences of the people of Southern Sudan during the Sudanese Civil War. In this unit, students will read the first five chapters of the novel, discovering the differing perspectives of the novel's two main characters and considering the different experiences of the Dinka and Nuer tribes of Southern Sudan. Students will then explore informational texts that describe the cultures of the Dinka and the Nuer. Students will identify textual evidence that supports the differing perspectives of the novel's characters and the Sudanese people, and do routine writing tasks to analyze and explain that evidence. (This will lay the foundation for a rich performance task in Unit 3 in which students synthesize their understanding of character point of view in a two-voice poem.) Throughout this unit, students build their ability to read closely and to analyze textual evidence in writing. This unit also introduces important discussion protocols that help students collaborate effectively during discussions. For the Mid-Unit and End of Unit Assessments in Unit 1, students will demonstrate their abilities to gather textual evidence that highlights the different perspectives from their readings.

Guiding Questions And Big Ideas

- **How do individuals survive in challenging environments?**

- **How do culture, time, and place influence the development of identity?**

- **How does reading different texts about the same topic build our understanding?**

- **How do writers use narrative techniques to convey characters' perspectives?**

- *Individual survival in challenging environments requires both physical and emotional resources.*

- *Using informational writing about a historical time, place, or people enriches our understanding of a fictional portrayal of the same time period or events.*

Mid-Unit 1 Assessment	**Identifying Perspective and Using Evidence from A Long Walk to Water** This assessment centers on standards NYS ELA CCLA RL.7.1 and RL.7.6. Students will complete a graphic organizer in which they gather and make inferences from textual evidence about the differences in perspective of Nya and Salva in *A Long Walk to Water*. Students will also respond to an Evidence-Based Selected Response item to further demonstrate their progress with analyzing text. This is a reading assessment: the purpose is for students to demonstrate their ability to cite textual evidence that articulates a character's perspective in a text, specifically in regard to how the plot unfolds and how a character responds to change. This assessment is not meant to formally assess students' writing. Most students will write their responses in the graphic organizer, in which case it may also be appropriate to assess students on W.7.9. However, if necessary, students may dictate their answers to an adult.
End of Unit 1 Assessment	**Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes** This assessment centers on standard NYSP12 ELA CCLS RI.7.1, W.7.4, and W.7.9. Students will complete a graphic organizer in which they gather and make inferences from textual evidence about the differences in perspective of the Dinka and the Nuer in Sudan from informational text. This is a reading assessment: the purpose is for students to demonstrate their ability to cite textual evidence that articulates perspective in an informational text, specifically in regard to how history and culture affect social identity. Students will then respond to a short constructed-response question, "What is one important way that place shapes the identity of the Dinka and/or Nuer tribes?" This is also a writing assessment: the purpose is for students to demonstrate their growing ability to use textual evidence to support analysis.

Content Connections
This module is designed to address English Language Arts standards within the rich context of the Sudanese Civil War. However, the module intentionally incorporates Social Studies key ideas and themes to support potential interdisciplinary connections. These intentional connections are described below. **Big Ideas and Guiding Questions are informed by the New York State Common Core K-8 Social Studies Framework:** **Unifying Themes (pages 6–7)** • Theme 1: Individual Development and Cultural Identity: The role of social, political, and cultural interactions supports the development of identity. Personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences. • Theme 4: Geography, Humans, and the Environment: The relationship between human populations and the physical world (people, places, and environments). **Social Studies Practices, Geographic Reasoning, Grades 5–8:** • Descriptor 2: Describe the relationships between people and environments and the connections between people and places (page 58).

Central Texts
1. Linda Sue Park, *A Long Walk to Water* (Boston: Sandpiper by Houghton Mifflin Harcourt, 2010), ISBN: 978-0-547-57731-9.
2. "Life and Death in Darfur: Sudan's Refugee Crisis Continues," *Current Events*, April 7, 2006, 2 (text box about Lost Boys).
3. Karl Vick, "Sudanese Tribes Confront Modern War," *Washington Post Foreign Service*, July 7, 1999, A1 (excerpts)
4. Stephen Buckley, "Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps," *Washington Post Foreign Service*, August 24, 1997, A1 (excerpts)

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This unit is approximately 3 week or 14 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Launching the Text: Reading the Map and Beginning Chapter 1	• I can determine the central ideas of a literary text. (RL.7.2) • I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)	• I can effectively participate in discussion with my classmates. • I can determine the meaning of visual representations on a map. • I can read for gist as we begin Chapter 1 in *A Long Walk to Water*.	• I Notice/I Wonder note-catcher • Reader's Notes
Lesson 2	Establishing Structures for Reading: Getting the Gist (Chapter 1)	• I can determine the central ideas of a literary text. (RL.7.2) • I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)	• I can effectively participate in discussion with my classmates. • I can determine the central ideas of Chapter 1 of *A Long Walk to Water*. • I can determine the meaning of visual representations on a map.	• Reader's Notes • Exit ticket
Lesson 3	Inferring about Character: Analyzing and Discussing Points of View (Chapter 2)	• I can determine the central ideas of a literary text. (RL.7.2) • I can analyze how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6) • I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)	• I can determine the central ideas of Chapter 2 of *A Long Walk to Water*. • I can analyze how the author, Linda Sue Park, develops and contrasts the points of view of Nya and Salva in *A Long Walk to Water*. • I can effectively engage in discussions with my classmates about our reading of *A Long Walk to Water*.	• Reader's Notes • Exit ticket
Lesson 4	Establishing Structures for Reading: Gathering Evidence about Salva's and Nya's Points of View (Reread Chapters 1 and 2)	• I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) • I can analyze how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6)	• I can cite several pieces of text-based evidence to support my analysis of Nya's and Salva's character in *A Long Walk to Water*. • I can analyze how Linda Sue Park develops and contrasts the points of view of Nya and Salva in *A Long Walk to Water*.	• Reader's Notes • Gathering Evidence graphic organizer (focus on Character Development)

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 5	Practicing Structures for Reading: Gathering Evidence about Salva's and Nya's Points of View (Reread Chapter 3)	• I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) • I can analyze how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6)	• I can cite several pieces of text-based evidence to support my analysis of Nya's and Salva's character in *A Long Walk to Water*. • I can analyze how Linda Sue Park develops and contrasts the points of view of Nya and Salva in *A Long Walk to Water*.	• Reader's Notes • Gathering Evidence graphic organizer (focus on Character Development) • Exit ticket
Lesson 6	Building Background Knowledge: The Lost Boys of Sudan	• I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) • I can determine the central ideas of an informational text. (RI.7.2) • I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.7.11)	• I can cite several pieces of text-based evidence to support my analysis of the experience of people in South Sudan from "Time Trip: Sudan's Civil War." • I can annotate text to help me track important ideas in the article "Time Trip: Sudan's Civil War." • I can make connections from the text "Time Trip: Sudan's Civil War" to the novel A Long Walk to Water.	• Text annotations for gist and text-based evidence • Exit ticket
Lesson 7	Practicing Structures for Reading: Gathering and Using Evidence to Analyze Salva's and Nya's Points of View (Chapter 4)	• I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) • I can analyze how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6)	• I can cite several pieces of text-based evidence to support my analysis of Nya's and Salva's character in *A Long Walk to Water*. • I can analyze how Linda Sue Park develops and contrasts the points of view of Nya and Salva in *A Long Walk to Water*.	• Reader's Notes • Gathering Evidence graphic organizer (focus on Character Development) and answers to text-dependent questions • Exit ticket

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 8	Mid-Unit Assessment: Gathering and Using Evidence to Analyze Points of View in *A Long Walk to Water* (Chapter 5)	• I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) • I can analyze how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6)	• I can cite several pieces of text-based evidence to support my analysis of Nya's and Salva's character in *A Long Walk to Water*. • I can analyze how Linda Sue Park develops and contrasts the points of view of Nya and Salva in *A Long Walk to Water*.	• Reader's Notes • Mid-Unit 1 Assessment: Gathering Evidence graphic organizer (focus on Character Development) and answers to text-dependent questions
Lesson 9	Inferring about Character: World Café to Analyze and Discuss Points of View (Chapters 1–5)	• I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) • I can analyze how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6) • I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)	• I can analyze how Linda Sue Park develops and contrasts the points of view of Nya and Salva. • I can effectively engage in discussions with my classmates about our reading. • I can select ideas from my notes to support my analysis of the characters Nya and Salva.	• Written Self-Reflection • World Café charts • Pre-writing Ideas
Lesson 10	Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s ("Sudanese Tribes Confront Modern War" Excerpt 1)	• I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.7.11) • I can determine the central ideas of an informational text. (RI.7.2) • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)	• I can make connections from the text "Sudanese Tribes Confront Modern War" to the novel *A Long Walk to Water*. • I can annotate text to help me track important ideas in Excerpt 1 of "Sudanese Tribes Confront Modern War." • I can use context clues to determine word meanings.	• Text annotations for gist • Gathering Evidence graphic organizer (focus on Perspectives) • Exit ticket

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 11	Building Background Knowledge: The Dinka and Nuer Tribes ("Sudanese Tribes Confront Modern War" Excerpts 1 and 2)	• I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.7.11) • I can determine the central ideas of an informational text. (RI.7.2) • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)	• I can make connections from the text "Sudanese Tribes Confront Modern War" to the novel *A Long Walk to Water*. • I can use context clues to determine word meanings. • I can cite several pieces of text-based evidence to support an analysis of excerpts from the article "Sudanese Tribes Confront Modern War."	• Text annotations for gist • Gathering Evidence graphic organizer (focus on Perspectives)
Lesson 12	Building Background Knowledge: The Dinka and Nuer Tribes after 1991 ("Sudanese Tribes Confront Modern War" Excerpt 2)	• I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.7.11) • I can determine the central ideas of an informational text. (RI.7.2) • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)	• I can make connections from the text "Sudanese Tribes Confront Modern War" to the novel *A Long Walk to Water*. • I can use context clues to determine word meanings. • I can cite several pieces of text-based evidence to support an analysis of excerpts from the article "Sudanese Tribes Confront Modern War."	• Text annotations for gist • Gathering Evidence graphic organizer (focus on Perspectives)

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 13	Building Background Knowledge: The Dinka Tribe ("Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps" Excerpt 1)	• I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.7.11) • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)	• I can select evidence from the article "Sudanese Tribes Confront Modern War" to support analysis of the perspectives of the Nuer and Dinka tribes of Southern Sudan. • I can annotate text to help me track important ideas. • I can use context clues to determine word meanings.	• Text annotations for gist • Selecting Evidence graphic organizer • Exit ticket
Lesson 14	End of Unit 1 Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes	• 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)	• 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.	• End of Unit Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes

Optional: Experts, Fieldwork, And Service

- Experts: Invite experts to come speak to the class about the connection between the Lost Boys of Sudan and New York. Locate refugees from Sudan to come and answer the questions students generate.
- Fieldwork: N/A
- Service: Coordinate a local refugee center to inquire about service opportunities.

Optional: Extensions

- Social Studies teachers may complement this unit with a focus on similar Guiding Questions, which were developed from the NYS Social Studies Core Curriculum; see Guiding Questions above.
- Science teachers may directly connect with this unit with a focus on science Disciplinary Core Idea LS2.A: Interdependent Relationships in Ecosystems, as written in *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas.* Science teachers could use the Sudanese environment as a case study for analysis of interdependence in a particular biome.

Preparation and Materials

- Throughout this unit, students collaborate with peers. A specific structure for rotating partnerships is suggested; feel free to use an alternate system. The goal is to ensure that across these lessons, students interact with a range of diverse partners as they build their ability to collaborate effectively. This relates directly to SL.7.1
- Seating charts arranged for "A-Day" partnerships (Lessons 1–3), "B-Day" partnerships (Lesson 4–7), "A-Day" partnerships (Lessons 10–13).
- Note: Lesson 8 = Assessment: random or assessment-based seating; Lesson 9 = World Café protocol: mixed seating; Lesson 14 = Assessment: random or assessment-based seating.