

A Long Walk to Water

By Linda Sue Park
(based on a true story)

- How do individuals survive in challenging environments?
- How do culture, time, and place influence the development of identity?

Target

- I can effectively participate in discussion with my classmates.

- 1) Make ALWTW journal/ organize binders
- 2) Partner talk expectations
- 3) How to annotate; vocabulary
- 4) Agree/Disagree handout

SCENARIOS: These will give you a chance to think about how people are affected by various factors in their lives.



SCENARIO 1:

You are 11 years old. You have been separated from your family by a war. In order to survive, you must walk to an area of safety hundreds of miles away. On the journey you must avoid soldiers and dangerous wildlife, and manage to find food and water. The journey will take months. You do not know if you will survive or ever see your family again. *If this was an experience you had to live through, how do you think it would affect the person you grew up to be?*

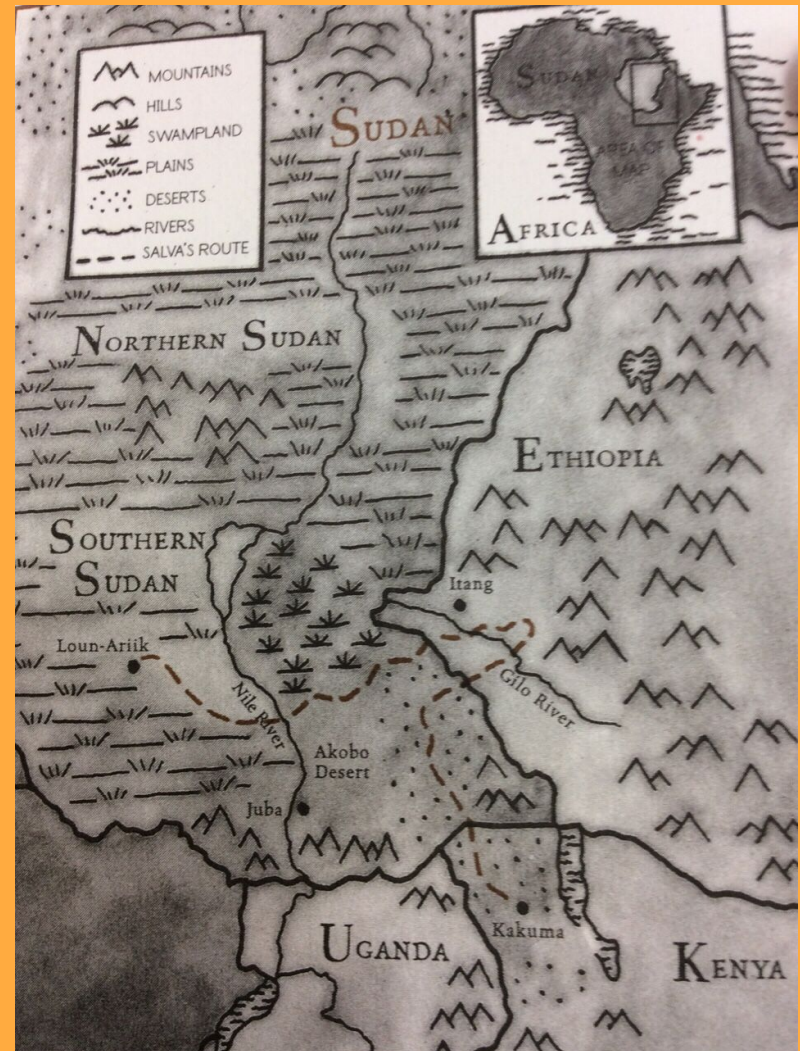
SCENARIO 2:

You are 11 years old. You live with your family in an area far from towns or cities. Your family does not have any running water or electricity. You are responsible for getting water for your family to drink. To do this, you must walk eight hours every day to a pond and back. You will have to do this every day for years and years. *If this was an experience you had to live through, how do you think it would affect the person you grew up to be?*

TARGET • I can determine the meaning of visual representations
on a map.

I Notice.....

I Wonder.....



TARGET: *I can read for the gist for Chapter 1.*

GIST: *The initial sense of what the text is mostly about.*

Nya

An 11 year girl carrying an empty container on a long walk through a hot environment.

Salva

- An 11-year-old boy in South Sudan who attends school.
- Salva's father is important.
- He herds cattle with other boys. Sometimes they play.
- His country, Sudan, is in the midst of a war. (The rebels are fighting against the government.)

VOCAB: *bush*

TARGET: *I can cite several pieces of text-based evidence to support my analysis of Salva surviving a challenging environment.*

Ch. 1 GATHERING EVIDENCE:

Intro--Salva was daydreaming in school when he suddenly heard gunshots. He covered his head with his hands while others sat frozen in fear. The war had started two years earlier but he didn't know much about it. His teacher was urgently warning all the students to leave.

Quote & pg-- “Not home. Don't run home. They will be going into the villages. Stay away-run into the bush.” (p. 6)

Analysis--At this point all the boys at school are crying and upset & as they all leave, they see people running everywhere. In order to survive the situation, Salva listens to his teacher & not his heart, runs as hard as he can into the bush rather than back home where the danger most likely will continue.

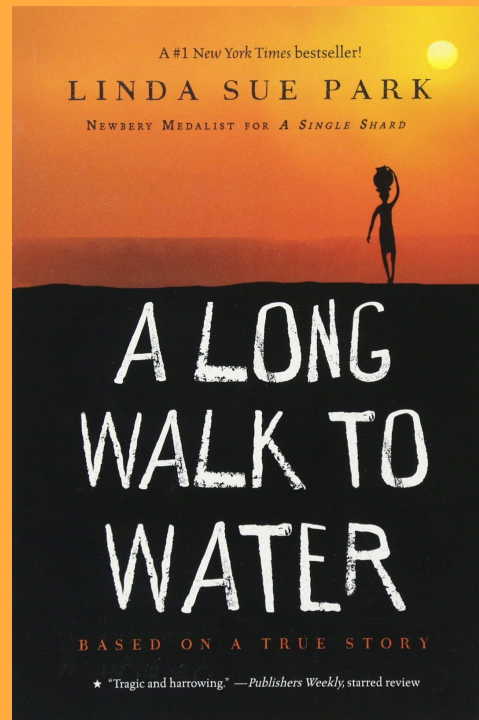
Journal #1 _____

Compare/Contrast your daily life to Salva's. **Infer** the thoughts & feelings he might have felt as he ran away from home.

What CLOSE readers do when text is emotional....

(put in journal)

- Take a break
- Talk to an adult or friend
- Journal
- Write a note to the teacher



TARGET: *I can read for the gist for Chapter 2.*

Nya

Nya dug a thorn out of her barefoot heel.(thorns are littered, or scattered, everywhere on the ground).

Salva

- He walks with a group away from his village, wondering about his family. –
- He encounters the rebels (“those who were fighting against the government”). –
- He tries to join the group of men (he hesitated, then “took a few steps”). –
- The rebels tell Salva to join the women and children (he scurried over to the women’s side). –
- Rebel soldiers take the men from the group, and hurt them (one man protested and got hit with a gun; then no one else objected).

VOCAB: **Rebel**

TARGET: *I can cite several pieces of text-based evidence to support my analysis of Salva surviving a challenging environment.*

Ch. 2 GATHERING EVIDENCE:

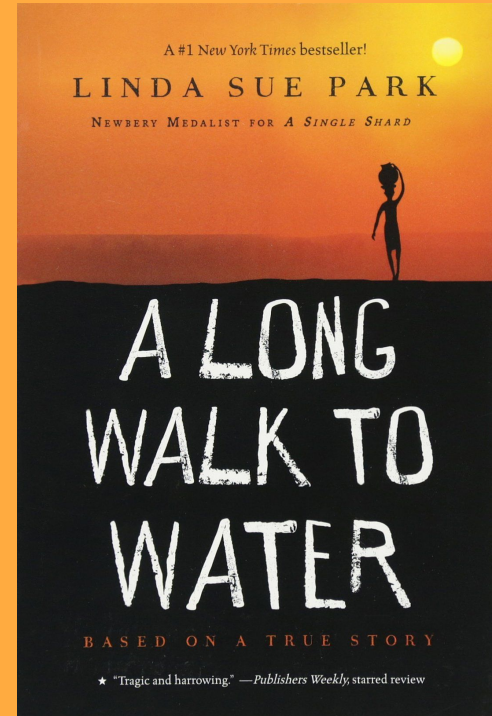
Intro--The rebel soldiers appeared with their weapons & ordered the villagers to separate into groups. Salva tried to join the men's group but was approached by a soldier who raised the barrel of his gun at Salva's face, telling him he belonged with the women's group as he was not yet a man.

Quote & pg--"Salva felt his knees turn to water. He closed his eyes. *'If I die now, I will never see my family again'*. Somehow this thought strengthened him enough to keep him from collapsing in terror." (p.11)

Analysis--Common sense told him to not try & argue with the soldier so Salva somehow mustered up the courage to join the Loun-Ariik group that evening and fall asleep in a barn the group found.

Journal #2 _____

At this point, Salva has many uncertainties in his life. Cite 2 examples from the text that show this. Also **infer** what he might be thinking & feeling.



TARGET: *I can read for the central idea (gist) for Ch. 3*

Nya

Nya reached a pond, drank water, filled her container with water, then began the return walk home.

Salva

- He woke up to find the group had left him; then he spotted an older Dinka woman.
- The woman offered him some peanuts and let him sleep in her barn for four days.
- She told him he had to leave, and he heard people from another group of walkers, also from the Dinka tribe.

VOCAB: **Gourd**

Show background on Dinka tribe

TARGET: *I can cite several pieces of text-based evidence to support my analysis of Salva surviving a challenging environment. I can analyze how the author develops and contrasts point of view.*

Ch. 3 GATHERING EVIDENCE:

Intro--After waking from his sleep in the barn Salva realizes he has been left all alone. He looks outside & sees a house not far from him where an old woman is sitting. He recognizes her as a member of his own Dinka tribe so he goes to try & befriend her in hopes of being able to stay in her barn until the fighting stops.

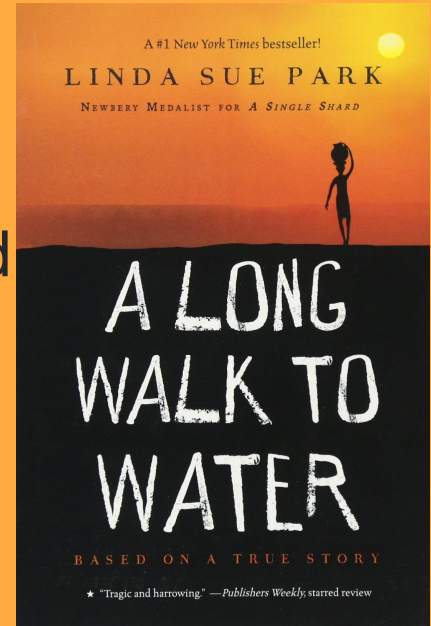
Quote & pg--"He worked hard so she would not send him away. For three days, he fetched firewood from the the bush & water from the pond." (p. 18)

Analysis--Salva demonstrates his grit & determination by working hard for the woman despite it being difficult to fill up the gourds with water as the pond was drying up.

Journal # 3 _____

List some thoughts and feelings Salva experiences throughout this chapter. If your answer is drawn directly from **textual evidence** put a TE after it. If you **inferred** your answer, put an I after it.

An **inference** is a **conclusion** you make based on your understanding of what you read.



Target: *I can make connections form the text “Time Trip: Sudan’s Civil War” to the novel A Long Walk to Water.*

- **Be thinking about how Salva’s story relates to this article**

-Read article “Time Trip: Sudan’s Civil War”.

-Annotate (notes/highlight) on the article

-Discuss with your group what you annotated & how the book & this article are similar

Guiding Question: *How are this article and ALWTW similar?* (Make this into your claim for your first sentence)

Now write a response on the back of the article & cite evidence from it.

The current conflict in Sudan is only the latest chapter in the country's violent history. Apart from an 11-year peace from 1972 to 1983, Sudan has been entrenched in war since it became an independent nation in 1956. The Darfurian conflict erupted just as a long civil war between northern and southern Sudan was winding down. That war was fought between the mainly Muslim Arab north and the mostly non-Muslim, non-Arab south. It began in 1983 and was one of the longest-lasting and deadliest wars of the 20th century. About 2 million civilians were killed, and more than 4 million people were forced to flee their homes.

Some of those refugees are known as the Lost Boys of Sudan. Fleeing violence and the fear of being forced into war, thousands of boys fled by foot to Ethiopia. The 1,000-mile trek was grueling. They went days without food or water, eating leaves and berries and sucking liquid from mud to stay alive. Exhausted, some boys died of starvation or dehydration.

The boys who continued found shelter at a refugee camp in Ethiopia, but their safety was short-lived. Fighting erupted in Ethiopia in 1991, forcing them to flee again. As they ran, gunmen in tanks fired at them. To escape, the boys had to cross the crocodile-infested River Gilo. Thousands drowned, were eaten by crocodiles, or were shot.

By the time the boys arrived at a refugee camp in Kenya in 1992, only 10,000—fewer than half of the original 26,000—were still alive. After nine years at the camp, about 4,000 of the Lost Boys were brought by the U.S. government to cities in the United States to begin new lives.

Now some Lost Boys are returning home. A peace agreement signed on Jan. 9, 2005, officially ended Sudan's civil war. Though aid agencies recently reported that many communities in the south still lack food and water, some 500,000 Sudanese are expected to return home this year in what is one of the largest movements of people in recent history.

TARGET: I can read for the central idea (gist) of Ch. 4

Nya

For 7 months Nya must walk to the pond and back all day. She has a younger brother & sister.

Salva

The old woman convinced members of the Dinka tribe to take Salva with them on their journey to avoid the war. He & another young man found a beehive with honey to eat.

TARGET: *I can cite several pieces of text-based evidence to support my analysis of Salva surviving a challenging environment.*

Ch. 4 GATHERING EVIDENCE:

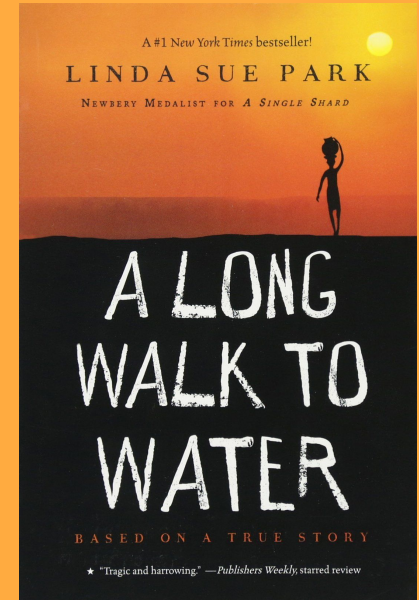
Intro--Salva did find a group of Dinka people traveling together who agreed to let him join in their journey.

Quote & pg--"Salva had never been so hungry. He stumbled along, somehow moving one foot ahead of the other, not noticing the ground he walked on or the forest around him or the light in the sky." (p. 23)

Analysis--

Journal #4 _____

□ The book has two **points of view** – Salva and Nya. Why do you think the author choose to tell the story this way?



You won't do the GIST or EVIDENCE for this chapter. Instead you will take an assessment after reading it.

GUIDING QUESTION: *How do characters survive challenging situations?*

Sample claims for Quote Sandwich for Ch. 5 Assessment

- 1) Nya experiences hardships walking back and forth every day to get water for her family, particularly when the pond she goes to begins to dry up.**
- 2) Salva develops a friendship with another Dinka boy and together they can rely on each other for support through their difficult situation.**
- 3) Salva finds a way to survive the fatigue and hunger he is experiencing after walking for so long.**

“Sudanese Tribes Confront Modern War”

Article from the Washington Post, July 1999

Read and annotate Excerpts 1 & 2:

<http://stadalbertschoolgrade7.weebly.com/uploads/6/0/2/8/60286495/7m1.pdf>

--VOCABULARY

--The GIST

---CONNECTIONS to ALWTW

--Write a triple-decker Quote Response together

Excerpt #1:

Box 1---Vocab:

- **Temporal:** time we live in, the real world
- **Spiritual plane:** level

The Gist: The Dinka and the Nuer tribes of Sudan have many similarities. Their homes, daily rituals, and struggles are alike. Most importantly, the center of their world is their cattle.

Connections to ALWTW: Salva is a Dinka, both care for cattle (wealth), Nya is Nuer, both must walk long distances

Excerpt #1

Box 2--Vocab

- Raiding = stealing
- Hoary = old/ancient
- Pastoralists= farmers

The Gist: The Dinka and Nuer have a long history of stealing cattle from each other.

Connections to ALWTW: Both are farmers, both steal cattle (hundred's of years)

Excerpt #1

Box 3 VOCAB

- **Slain** = killed
- **Phase** = state/time period/era
- **Khartoum** = capital of Sudan
- **Imposed** = forced
- **Adhere** = stick to/follow
- **Ak-47s** = automatic weapons

Connections to ALWTW: war in Sudan in 1983 (same as Salva's story)

The Gist: Warriors died in battle, but in 1983 things changed because of religious differences between Muslims and Christians.

Excerpt #2

Box 4 VOCAB:

- **Fault line was tribal:** a separation between the 2 tribes
- **Topple:** overbalance, take over
- **Coup:** overthrow the government
- **Phase:** stage

The GIST: In August 1991, the Dinka & Nuer tribes split after a Nuer rebel leader tried to overthrow a Dinka leader. After this failed, the war became more intense.

CONNECTIONS to ALWTW: Southerners began killing each other

Excerpt #2

Box 7-10 VOCAB:

- **Spiritual pollution:** dirtied the spirit
- **Guerillas:** rebels fighting against the government
- **Moral:** principles of right & wrong
- **Roughshod:** marked by brutal force
- **Dysfunction:** steering away from the norm
- **Assault:** automatic, kill in mass quantities @ 1 time

The GIST: (7-10) Dinka & Nuer were killing with guns. This government war (guns) was different than killing with spears. Killings were done randomly & for no reason since there was no longer a moral obligation.

CONNECTIONS to ALWTW: (7-10) None

Guiding Question: *How have automatic weapons changed the culture of the Dinka and Nuer tribes?*

<u>BEFORE Guns</u>	<u>AFTER Guns</u>
“Maybe one, two or three deaths in a raid.” (box 3)	“Now 110 were killed in a village attacked precisely while its young men had gathered elsewhere.” (box 6)
“Victims were almost always warriors slain.” (3)	“Children, women, & elderly used to be off-limits during raids.” Now anyone is a target. (6)
“Slain with spears that were still the weapon of choice in S. Sudan in 1983.” (3)	“Arguments once settled with sticks er now being decided with assault weapons.” (10)
Causing a (spear) death created spiritual pollution...& had to be bled out.: (7)	“Gun death carried no individual response as traditional beliefs did not apply.” (8)

Guiding Question: *How have automatic weapons changed the culture of the Dinka and Nuer tribes?*

CLAIM & INTRO: Automatic weapons have drastically changed the culture of Sudan's Dinka and Nuer tribes. Prior to the introduction of AK-47s in 1991, the two tribes were embroiled in conflict, mainly over grazing land and stealing each other's cattle. The early violence involved cattle raids and spear killings. "If people died in these raids, it was maybe one, two, or three." (p. 10) There were few deaths as spears were the weapons of choice in Southern Sudan in 1983. Once automatic weapons came about, killings in mass quantities were easier. This created an even greater culture of fear towards one another.

In addition, moral responsibilities shifted significantly, and what had once been considered immoral was now fair game.

“Rebel commanders argued to chiefs that a gun death carried no individual responsibility, that traditional belief did not apply in government war.”(p. 11) Gone were the days of ‘spiritual cleansings’ where Dinka and Nuer had to bleed out the blood of their enemies. With no moral obligations tied to these killings, the Dinka and Nuer created an even greater culture of carelessness towards one another.

Finally, the warrior men were no longer the only tribal members dying during these battles. “Now, 110 (women, children, elderly) were killed in a village attacked precisely while its young men had gathered elsewhere.” (p. 11) Since killing had become easier for both of these tribes, trivial disputes were now being settled with assault weapons. This resulted in an increased level of violence between the tribes and heightened the tension among their historically cultural disagreements.

Read “*Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps*”

--highlight & define vocab--annotate on article or separate sheet

- 1) **ululating:** howling
- 2) **compound:** housing for many people; a group of shelters or houses –
- 3) **Marred:** impaired; masked
- 4) **dowry:** gift (property or money) brought by a bride to her husband’s family when they marry
- 5) **primarily:** mainly

--Excerpt 1 --write the Gist, annotate next to paragraphs or on separate sheet

THE GIST--the general sense of what a chunk of text is mostly about.

P1) people are celebrating

P2) The celebration is for a dowry, but there are no cattle to give.

P3-4) The family (the Duk-Fuels) can only promise cattle because the war has taken the cattle away.

P 5-6) Men negotiate dowries for the marriages of women, and they used to offer numerous cattle in a process like “competitive bidding.

P 7-8) The dowry ceremony happens without cattle now, only a handshake, and this reminds the Dinka that they have no land.

Summary: The Dinka use cattle as dowry to celebrate weddings, but since the Dinka have no land and have no cattle because of the war, they can only make promises to give cattle in the future.

BEFORE Loss of Cattle

“Dinka see the animal as the highest form of wealth.”

“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.” (p. 11)

AFTER Loss of Cattle:

“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.”

--Choose 3 quotes from EXCERPT 1 or 2 that demonstrate how the WAR and LOSS of CATTLE have affected the Dinka.

--Write an analysis for each for each of them

CLAIM: War and the loss of cattle have greatly affected the Dinka people of Sudan.

War and the loss of cattle have greatly affected the Dinka people of Sudan. Before the war, the Dinka were not only farmers, but also held high positions as judges and even doctors. "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." (p.11) Cattle is an important part of Dinka culture and made them one of the south's richest. Without them, 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.