EXPEDITIONARY LEARNING

NOTICE: Your colleagues have begun to "streamline" ELA 7 Module 1. This will be an ongoing process and your insights are encouraged. For now, look at each "Unit Overview" to help you organize and plan your lessons. The team suggested protocols, edited lesson outlines, and shared supporting videos and texts.

The key we used included:
* Instructions that were fine were kept as written.
* Deleted items were struck through.
* Added items were highlighted in yellow.
* Optional materials were highlighted in blue.
* Emphasized topics are in bold italics.
* Please check the table of contents for Sustained Silent Reading option.
* Comments and suggestions are in comment bubbles that you can view by clicking on the bubbles.
* Other documents like links to unit texts and supporting videos were added to ELA 365 Module folders.

Please continue to annotate your lessons and contribute your ideas so that we can continue to "fine tune" our curriculum to benefit our colleagues and maximize student engagement and learning.

Thank you to the ELA 7 rewrite team:

Ms. Kelly Murphy, Longfellow MS
Ms. Teyana Hawkins, AB Davis MS
Ms. Kassandra Grant, AB Davis MS
Ms. Clara Gomes, AB Davis MS
You.

Grade 7: 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 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).

**SHOW LOST BOYS OF THE SUDAN DOCUMENTARY PARTS 1 & 2 - YOUTUBE.COM**
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Long-Term Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessments</th>
<th>Anchor Charts &amp; Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Launching the Text: Reading the Map and Beginning Chapter 1</td>
<td>I can determine the central ideas of a literary text. (RL.7.2) I can effectively engage in discussion with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)</td>
<td>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 <em>A Long Walk to Water</em>.</td>
<td>Notice/I Wonder note-catcher Reader's Notes Prior knowledge activity • Exit ticket Exit tickets are optional.</td>
<td>Partner Talk Expectations Fist to Five Think-Pair-Share</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Establishing Structures for Reading: Getting the Gist (Chapter 1)</td>
<td><em>I can determine the central ideas of a literary text. (RL.7.2)</em> I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)</td>
<td>I can effectively participate in discussion with my classmates. I can determine the central ideas of Chapter 1 of <em>A Long Walk to Water</em>. I can determine the meaning of visual representations on a map.</td>
<td>Reader's Notes (Summary) Exit ticket</td>
<td>Things Close Readers Do - post in classroom</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Inferring about Character: Analyzing and Discussing Points of View (Chapter 2)</td>
<td>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)</td>
<td>I can determine the central ideas of Chapter 2 of <em>A Long Walk to Water</em>. I can analyze how the author, Linda Sue Park, develops and contrasts the points of view of Nya and Salva in <em>A Long Walk to Water</em>. I can effectively engage in discussions with my classmates about our reading of <em>A Long Walk to Water</em>.</td>
<td>Reader's Notes (Summary) Exit ticket</td>
<td>Partner Talk Expectations (Review) Things Close Readers Do (Added to)</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Establishing Structures for Reading: Gathering Evidence about Salva’s and Nya’s Points of View (Reread Chapters 1 and 2)</td>
<td>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)</td>
<td>I can cite several pieces of text-based evidence to support my analysis of Nya’s and Salva’s character in <em>A Long Walk to Water</em>. I can analyze how Linda Sue Park develops and contrasts the points of view of Nya and Salva in <em>A Long Walk to Water</em>.</td>
<td>Reader's Notes (Summary) Gathering Evidence graphic organizer (focus on Character Development)</td>
<td>Partner Talk Expectations (Review) Things Close Readers Do (Added to)</td>
</tr>
<tr>
<td>Lesson</td>
<td>Lesson Title</td>
<td>Long-Term Targets</td>
<td>Supporting Targets</td>
<td>Ongoing Assessment</td>
<td>Anchor Charts &amp; Protocols</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 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 (summary)  
Gathering Evidence graphic organizer (focus on Character Development)  
Exit ticket | Partner Talk Expectations (Review)  
Things Close Readers Do (Added to) |
| 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. (RL.7.1)  
I can determine the central ideas of an informational text. (RL.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  
Quickwrite #1  
Exit ticket  
Module’s quickwrite chart posted in classroom for easy reference | Things Close Readers Do (Added to) |
| 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 (summary)  
Gathering Evidence graphic organizer (focus on Character Development)  
and answers to text-dependent questions  
Exit ticket | Things Close Readers Do (Added to) |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Title</th>
<th>Long-Term Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
<th>Anchor Charts &amp; Protocols</th>
</tr>
</thead>
</table>
| 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 *(summary)*  
Mid-Unit 1 Assessment:  
Gathering Evidence graphic organizer (focus on Character Development)  
and answers to text-dependent questions  
Compose questions on Text Structure, Gathering Evidence, Point of View, How Setting and Culture affects Character  
*assessment is up to the teacher’s discretion* | Think-Pair-Share |
| 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  
Quickwrite #2 | World Café Protocol Directions  
World Café (modify to fit student needs) |
| 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 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.” | Text annotations for gist  
Gathering Evidence graphic organizer (focus on Perspectives)  
Exit Ticket |
| 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 use context clues to determine word meanings. |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Title</th>
<th>Long-Term Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
<th>Anchor Charts &amp; Protocols</th>
</tr>
</thead>
</table>
| 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) | Things Close Readers Do (Added to) |
| 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."
<p>| Text annotations for gist Gathering Evidence graphic organizer (focus on Perspectives) Quickwrite #3 (Salva’s Character) |</p>
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Title</th>
<th>Long-Term Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
<th>Anchor Charts &amp; Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 13</td>
<td>Building Background Knowledge: The Dinka Tribe (“Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps” Excerpt 1)</td>
<td>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)</td>
<td>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.</td>
<td>Text annotations for gist Selecting Evidence graphic organizer Exit ticket</td>
<td>Things Close Readers Do (Added to)</td>
</tr>
<tr>
<td>Lesson 14</td>
<td>End of Unit 1 Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes</td>
<td>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)</td>
<td>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.</td>
<td>End of Unit Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes Use revised End of Unit Assessment with five added 5 Multiple Choice Questions</td>
<td></td>
</tr>
</tbody>
</table>
### 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. Another possible option would be to contact Salva Dut's organization WaterForSudan.Org and organize a Skype session with a volunteer if technology is available.

### 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
- **Note:** Lesson 8 = Assessment: random or assessment-based seating; Lesson 9 = World Café protocol: mixed seating; Lesson 14 = Assessment: random or assessment-based seating.