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Grade 7: A Long Walk to Water

Grade 7: A Long Walk to Water

<https://www.engageny.org/resource/grade7ela-module1>

Overview	
<p>Background 1: A Constant Search for Water</p>	<p>American Institutes for Research (AIR) developed this activity to provide students with background information on the environmental conditions in southern Sudan before reading A Long Walk to Water.</p> <p>INSTRUCTIONS FOR TEACHERS</p> <ul style="list-style-type: none"> x Turn to Expeditionary Learning Grade 7 Module 1: Unit 1: Lesson 1. x Follow the instructions for the Opening and Work Time Part A. x Complete the background activity “Constant Search for Water,” which AIR has provided on the following pages. x Follow the instructions for Work Time Part B, Closing and Assessment, and Homework from the Expeditionary Learning materials.
<p>Background 2: Time Trip– Sudan’s Civil War</p>	<p>This activity was adapted from Expeditionary Learning: Module 1, Unit 1, Lesson 6, page 7. A supplementary paragraph was added to the end of the text with updated information on South Sudan. Images (with captions), glossed words, and questions were added throughout to support English language learners (ELL) students’ understanding of the text.</p> <p>INSTRUCTIONS FOR TEACHERS</p> <ul style="list-style-type: none"> x Turn to Expeditionary Learning Grade 7 Module 1: Unit 1: Lesson 6. x Follow the instructions for the Opening. x Replace Work Time Part A with the background activity “Time Trip– Sudan’s Civil War,” which AIR has provided on the following pages. x Follow the instructions for Work Time Part B, Closing and Assessment, and Homework from the Expeditionary Learning materials.

Overview	
Glossary of key vocabulary: A Long Walk to Water	This glossary provides definitions and sample sentences for key vocabulary drawn from A Long Walk to Water (pages 4-25). The quartile from the list of the 4,000 most frequent words is also provided, where applicable. Glossed words include those identified in the Expeditionary Learning materials and those identified by AIR staff as key to

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sources of water dry up. People do not have enough water for their crops and their animals



During the dry season, millions of Sudanese have to leave their villages to look for water. Women and children walk for miles to collect water



It can take up to eight hours a day to collect water.¹ People do not have time to do other things. Many children cannot go to school because they have to help their families get water.

The water is often contaminated. It has parasites and bacteria that cause diseases. Many people,

diseases- sicknesses

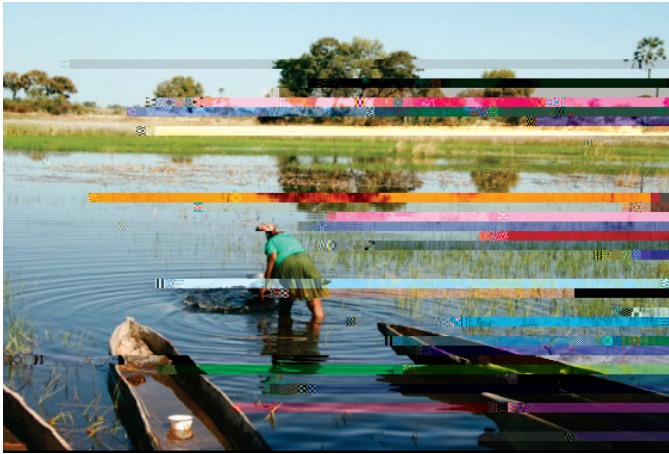
parasites- small animals that live in another living thing

seasons- times of the year (for example, the rainy season and the dry season)

sources- places where something starts

¹ <http://www.waterforsouthsudan.org/need/>

especially children, get sick from drinking the water. Some people die.



When people have access to clean water, it helps improve their health and their education.

Word Bank

time	crops	parasites	women
animals	dry	rainy	water
children	hot	two	contaminated

Supplementary Questions

1. What is the temperature in Southern Sudan?

The temperature is very _____.

2. How many seasons does Southern Sudan have?

Southern Sudan has _____ seasons. Southern Sudan has a _____ season and

a _____ season. [EN, EM]

Southern Sudan _____. [TR]

3. Why do millions of Sudanese have to leave their villages during the dry season?

Millions of Sudanese have to look for _____. [EN, EM]

Millions of Sudanese _____. [TR]

4. Why do people search for water?

People need water for their _____ and _____. [EN, EM]

People search for water because _____. [TR]

5. Who has to get water for the villages?

_____ and _____ walk miles every day to collect water. [EN, EM]

The people who have to get the water are _____. [TR]

6. Why do most children not go to school?

Most children do not go to school because they have no _____ after walking all day to get water. [EN, EM]

Most children do not go to school because _____.

[TR]

7. Why is water often the cause of sickness and death?

The water is often _____. The water has _____ and bacteria that cause diseases. [EN, EM]

The water is _____. [TR]

Guiding Question: What are the challenges related to water in Southern Sudan?

Background 2: Time Trip— Sudan’s Civil War

Time Trip: Sudan’s Civil War

The book *A Long Walk to Water* tells two separate stories at the same time. Each chapter tells the story of a boy named Salva side-by-side with the story of a girl named Nya. Salva and Nya lived in Southern Sudan during different time periods. Salva lived in Southern Sudan in 1985, and Nya lived in Southern Sudan in 2008. This background lesson describes what was happening in Sudan when Salva lived there in 1985.

(This text is from Module 1, Unit 1, Lesson 6, page 7. AIR added a paragraph at the end to include more recent history.)

INSTRUCTIONS FOR STUDENTS

- x Look at the guiding question.
- x Read the text about Sudan’s civil war.
- x Use the glossary to help you understand new words.
- x Answer the supplementary questions.
- x Answer the guiding question.
- x Discuss your answers with the class.

Guiding Question: What is the history of war in Sudan?

The current conflict in Sudan is only the latest chapter in the country’s violent history. Apart from an **year** of 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.

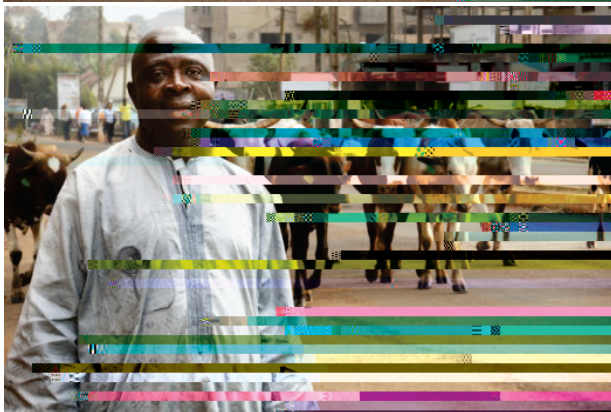
Glossary

- Arab – a person from Arabia
- civilians – people who are not in the military
- civil war – a war between groups of people from the same country
- conflict – a fight or war
- Darfurian conflict – fighting in 2003 between the government of Sudan and rebels in the Darfur region of western Sudan
- deadliest – causing the most deaths
- entrenched*² – constantly involved
- erupted – happened suddenly
- flee – to run away or escape

² Words with an asterisk (*) are highlighted in the Expeditionary Learning lessons.



That war was fought between the main Muslim, Arab north and the mostly non-Muslim, non-Arab



Word Bank

1956	different	million	non-Muslim
1972	civilians	Muslim	one
1983			

Supplementary Questions

Guiding Question: What happened to many boys in Sudan during the war?

Some of the 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.



Glossary

- dehydration* – a dangerous lack of water
- exhausted – very tired
- fled – ran away or escaped
- fleeing – running away or escaping
- grueling* – very tiring or difficult
- refugees – people who leave their country because of great danger
- starvation – a dangerous lack of food
- sucking – pulling into the mouth
- trek – a slow or difficult trip

Word Bank

- | | | | |
|-------------|------------|-----------|----------|
| danger | leaves | sucking | violence |
| dehydration | starvation | thousands | |

Supplementary Questions

1. What are refugees?

Refugees are



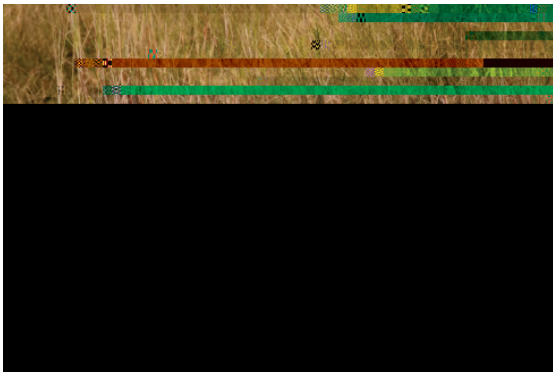


A refugee camp

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.



crocodile-infested – full of crocodiles

refugee camp – a temporary shelter for people who leave their country because of great danger

shelter – a place or structure that gives protection against weather or danger

short-lived – for a short time

Word Bank

drowned fighting shot

Supplementary Questions

1. Where did the boys find shelter?

The boys found shelter at a refugee camp in _____. [EN, EM]

The boys found shelter _____. [TR]

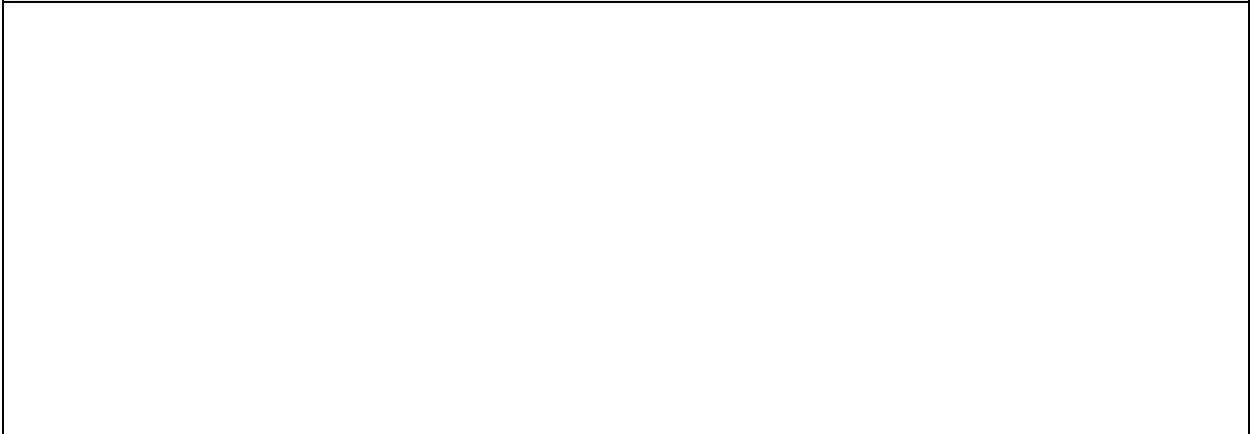
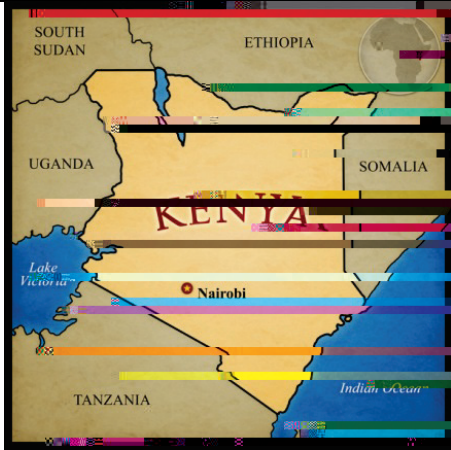
2. Why did the boys leave the refugee camp in Ethiopia?

The boys left the refugee camps in Ethiopia because _____ erupted. [EN, EM]

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Background 3—Recent History of Sudan

(This text is new and was written by AIR for the ELL lesson)

Guiding Question: What was the final result of the years of fighting in Sudan?



Glossary

peace agreement— an understanding reached to stop the fighting or war

negotiations— discussions to help people agree on something

opposing – against each other

African Union – a union of the 54 countries in Africa

United Nations— an organization of many countries that works to help



Glossary of key vocabulary: A Long Walk to Water³

Vocabulary word	Quartile	Definition	Sample sentence from the text
aiming apuntando	N/A	pointing at something	He was not aiming it; he was using it to lift Silva's chin so he could get a better look at his face (pg. 11).
aimless* sin propósito	N/A	no purpose; no goal	When one of them managed to kill a ground squirrel or a rabbit, a guinea hen or a grouse, the boys' aimless play halted and there was suddenly a lot of work to do (pg. 4).
arrows flechas	Q3	a thin stick with a point at one end a weapon	Other times they would practice with their bows and arrows, shooting at small animals or birds (pg. 3).
artillery* artillería	N/A	large guns that are used to shoot over a long distance	During the daytime, Salva could hear the distant booming of artillery from the fighting a few miles away (pg. 18).
aware consciente	Q2	knowing	Salva was well aware of how lucky he was to be able to go to school (pg. 2).
backfiring* explotando	N/A	making a loud sound when the fuel is not burning correctly	Or just a cabackfiring? (pg. 5)
bows arcos	N/A	weapons used for shooting arrows	Other times they would practice with their bows and arrows, shooting at small animals or birds (pg. 3).
bush* arbusto	Q2	a low plant like a small tree	"Go quickly, all of you," the teacher said, his voice low and urgent. "Into the bush..." (pg. 6).
bumping golpeando	N/A	hitting	She could even drag behind her, bumping it against the ground and raising a tiny cloud of dust with each step (pg. 1).

³ The vocabulary pertains to Chapters 1-4 of A Long Walk to Water. Words with an asterisk (*) are highlighted in the Expeditionary Learning lessons.

Vocabulary word	Quartile	Definition	Sample sentence from the text
headscarf turbante	N/A	a piece of cloth worn over the head	From far off he would see her bright orange headscarf, and he would raise his arm in greeting (pg. 5).
heel talón	Q4	the back part of the foot	There it was, a big thorn that had broken off right in the middle of her heel (pg. 8).
herding* arreando	N/A	gathering and moving	But some days he wished he were still back at home herding cattle (pg. 3).
hesitated dudó	N/A	paused	Salva hesitated for a moment (pg. 11).
horizon* horizonte	Q3	the line where the earth and the sky meet	The smudge on the horizon gained color as Nya drew nearer, changing from hazy gray to olive green (pg. 14).
hunching enconrvándose	N/A	bending	Some of the boys moved at once, ducking their heads and hunching over (pg. 5)
Islam Islam	N/A	a religion founded by Muhammad; the religion of Muslims	Most of the people who lived in the north were Muslim, and the government wanted all of Sudan to become a Muslim country—a place where the beliefs of Islam were followed (pg. 6).
keep watch vigilar	Q1 (keep) Q1 (watch)	to look out for danger	They spent the night right there by the road, the men taking shifts to keep watch (pg. 10).
littered* regadas	N/A	scattered	

Vocabulary word	Quartile	Definition	Sample sentence from the text
peek ojeada	N/A	look for a short time	He took a quick peek outside (pg. 6).
poke tocar	N/A	push with a thin and sharp object	Then she picked up another thorn and used it to poke and prod at the first one (pg. 8)
pounded palpitaba	N/A	beat loudly and quickly	He felt his heart beating so hard that its pulse pounded in his throat and ears (pg. 7)
practice practicar	Q1	to live according to the customs and teachings of a religion	But the people in the south were of different religions and did not want to be forced to practice Islam (pg. 6).
protested* protestó	N/A	disagreed	Salva watched as one man protested that he did not want to go with the rebels (pg. 12).
pulse pulso	N/A	the beating of the arteries caused by the beating of the heart	He felt his heart beating so hard that its pulse pounded in his throat and ears (pg. 7)
rebels* rebeldes	N/A	people who fight against the government	Salva did not understand much about it, but he knew that rebels from the southern part of Sudan, where he and his family lived, were fighting against the government, which was based in the north (pg. 6).
recalled recordado	Q3	remembered	He wished he hadn't recalled those times, because the memories made him hungry... Milk (pg. 4).
relief alivio	Q2	the feeling of not having worry you had before	Relief flooded through him (pg. 9).
rhythm. ritmo	Q4	the pattern of sounds or notes in music	Salva heard a rhythm in the rain (pg. 10).

Background: Cesar Chávez: Embrace the Legacy

Cesar Chávez: Embrace the Legacy

César Chávez fought for the rights of farm workers in the United States. In 1984, César Chávez gave a speech to the Commonwealth Club of California. His speech described the difficulties that farm workers face in their fight for justice. In preparation for reading his speech, we will learn more about César Chávez by watching a video about him. Then, we will read a text from the video.

(The text below was transcribed for this lesson from the video:

<http://www.youtube.com/watch?v=e7GCCBlgFaQ>. The information on Chavez's background begins at 1:33 and runs through 4:30.)

INSTRUCTIONS FOR STUDENTS

- x Watch the video: <http://www.youtube.com/watch?v=e7GCCBlgFaQ>.
- x Look at the guiding question.
- x Read the text about Cesar Chávez.
- x Use the glossary to help you understand new words.
- x Answer the supplementary questions.
- x Answer the guiding question.
- x Discuss your answers with the class.

Guiding Question: How would you describe Cesar Chávez' childhood in your own words?

Born from humble beginnings, Cesar Chávez was raised on his family's Arizona farm and he attained no more than an eighth grade education. He was forced to quit school when his family lost their farm during the Great Depression. The family came to California and began a new life as migrant workers. Despite these hardships, Cesar Chávez rose to become one of the most respected civil rights leaders of the twentieth century.

Glossary

humble – not proud; modest

attained – achieved

Great Depression – a period of economic difficulty in the United States

migrant* 4 workers – people who move from place to place to get work

prominent

Supplementary Questions

1. Where was Cesar Chávez raised?
 Cesar Chávez was raised in his family's Arizona _____. [EN, EM]
 Cesar Chávez was from _____. [TR]
2. How much education did Cesar Chávez attain?
 He attained no more than an _____ education. [EN, EM]
 He attained _____. [TR]
3. Why was Cesar Chávez forced to quit school?
 He was forced to quit school because his family _____ their farm during the Great Depression. [EN, EM]
 He was forced to quit school because _____. [TR]
4. Where did his family go to find work?
 His family moved to _____ to work as migrant farm workers. [EN, EM]
 His family moved to _____. [TR]
5. What did Cesar Chávez accomplish?
 Cesar Chávez became one of the most respected _____ leaders of the twentieth century. [EN, EM]
 Cesar Chávez became _____. [TR]

Response to Guiding Question: How would you describe Cesar Chávez' childhood in your own words?

Guiding Question: What was Cesar Chávez' vision?

"Here was a guy whose opinions were created on the job, in the fields, with the people, and evoked a spirit and challenge to all of us to do what is right for its own sake. Do it so that you're free."

Glossary

- challenge – invite; inspire
- evoked – brought to mind; called
- envisioned – pictured in the mind; imagined
- crusade – a fight
- conditions – things that affect comfort or safety
- vans – covered trucks

	Cesar Chávez envisioned a _____ that would inspire farm workers and other Americas laborers to join together to _____ themselves. [EN, EM]	
	Cesar Chávez envisioned _____ . [TR]	
4.	What was the result of his vision?	
	His vision resulted in the creation of the _____ . [EN, EM]	
	His vision _____ . [TR]	
5.	What did Cesar Chávez fight for that continues to be a problem?	
	Farm workers continue to fight because they still work in _____ conditions. [EN, EM]	
	Farm workers continue to fight _____ . [TR]	
Response to Guiding Question: What was Cesar Chávez' vision?		

Guiding Question: What did Cesar Chávez fight for?	
<p>Chávez also fought for the legal right of farm workers to form their own union, a right enjoyed by other workers in the United States. He fought for the right to have clean drinking water in the fields. The right to have access to bathrooms. And the right to stop work and enjoy a simple lunch break. He fought for the right to fair wage, the right to collect unemployment insurance and he fought for the right to send their children to proper schools to finish their education.</p>	<p style="text-align: center;">Glossary</p> <p>commonplace— ordinary; not special</p>

- x the right of farm workers to form their own _____ . [EN, EM]
 - x the right to have clean drinking _____ in the fields. [EN, EM]
 - x the right to have access to _____ . [EN, EM]
 - x the right to stop work to have a _____ break. [EN, EM]
 - x the right to collect _____ . [EN, EM]
 - x the right to send their children to proper _____ . [EN, EM]
- Cesar Chávez fought for _____ . [TR]
2. How did Cesar Chávez change the face of America?
He challenged a commonplace _____ . [EN, EM]
He challenged _____ . [TR]

Response to Guiding Question: What did Cesar Chávez fight for?

Guiding Question:





He was a great world leader and fighting a battle of civil disobedience, fasting, and protest that caught the attention of the nation and indeed the world.

Word Bank

civil disobedience hearts protest understanding

Supplementary Questions

1. In what way was Cesar Chávez like Gandhi and Mother Teresa?

He was like them because he touched our _____ and our souls so well and in such a profound way that we move into his world _____

Vocabulary word	Quartile	Definition	Sample sentence from the text
boycott* <i>boicot</i>	N/A	an organized protest where people stop buying or using something	First, our union has returned to a tried and tested weapon in the farm workers nonviolent arsenal: the boycott .
bread-and-butter issues <i>problemas cotidianos</i>	Q3 (butter)		

Vocabulary word	Quartile	Definition	Sample sentence from the text
discrimination <i>discriminación</i>	Q4	treating some people worse than others	At companies where farm workers are protected by union contracts, we have made progress in overcoming child labor, in overcoming miserable wages and working conditions, in overcoming sexual harassment of women workers, in overcoming discrimination in employment, in overcoming dangerous pesticides, which poison our people and poison the food we all eat.
dismantled* <i>desmantelamos</i>	N/A	slowly caused something to come to an end	After the Agricultural Labor Relations Act became law in California in 1975, we dismantled our boycott to work with the law.
disposable* <i>disponibles</i>	N/A	available	Their disposable income is relatively high.
empower* <i>empoderar</i>	N/A	enable	And people like me had to develop the skills it would take to organize, to educate, to help empower the Chicano people.
encouragement <i>motivación</i>	N/A	something that makes someone more confident	Two major trends give us hope and encouragement .
environmental <i>ambiental</i>	Q3	relating to the natural world	The growers (w)6.8 BDC 6.8 BDMCIDvty 2 BDC /T

Vocabulary word	Quartile	Definition	Sample sentence from the text
existence <i>existencia</i>	Q2	being alive	The very fact of our

Vocabulary word	Quartile	Definition	Sample sentence from the text
government welfare <i>asistencia gubernamental</i>			

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