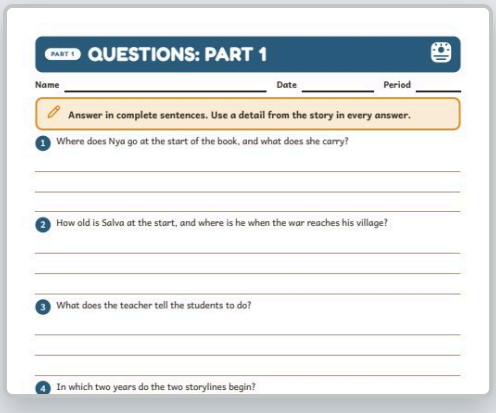
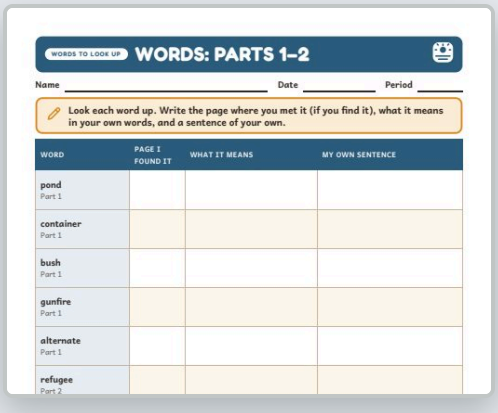
6TH–8TH · ENGLISH LANGUAGE ARTS

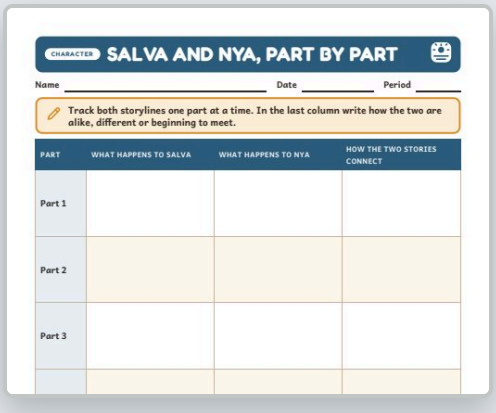
NOVEL STUDY

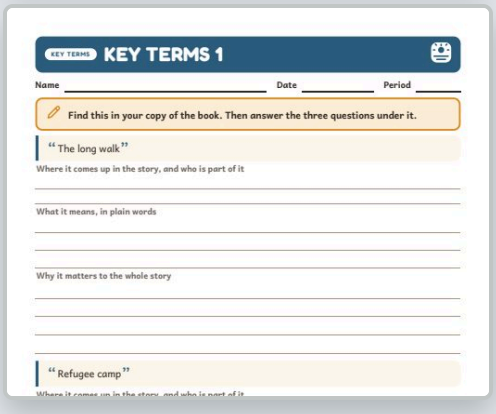
A LONG WALK TO WATER NOVEL STUDY

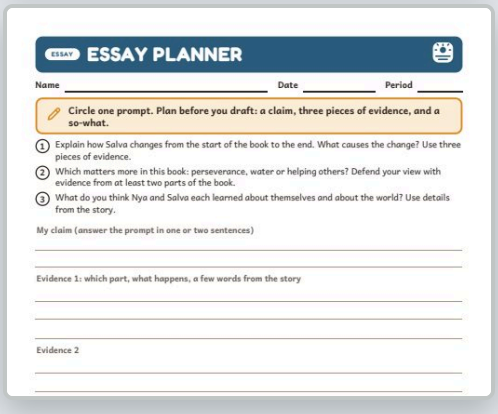
For use with the novel by Linda Sue Park: five questions for each of 6 parts of the book, words to look up, a tracker for both storylines, key terms, themes and a planned essay. Answer keys, a reading log and a class grid. Type into the fields or print. PDF. Book not included.

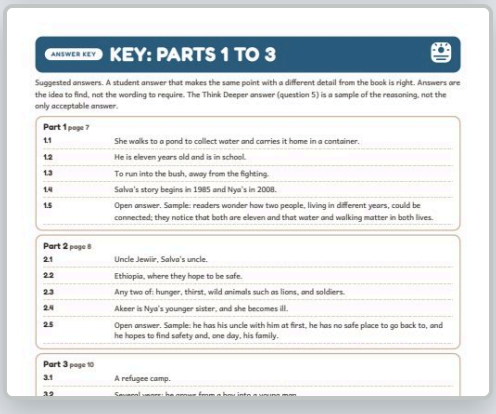












36 Pages · 30 Questions · 30 Words · 6 Keys

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PREVIEW

READING PLAN

THE SIX PARTS AT A GLANCE

The whole book on one page: what happens in each part, the study pages that go with it, and a blank for the chapters and dates your class will use.

PART	WHAT HAPPENS	PAGES	CHAPTERS IN MY EDITION, AND DATES
Part 1	Eleven-year-old Nya walks to the pond for water in 2008, and in 1985 eleven-year-old Salva's school is attacked and he runs.	6, 7	
Part 2	Salva joins a group of people walking away from the war, with his uncle Jewiir looking after him, while Nya's family struggles to find safe water.	6, 8	
Part 3	Salva reaches a refugee camp in Ethiopia and stays for years, until the refugees are forced out and have to cross the Gilo River, while Nya carries water in the dry season.	9, 10	
Part 4	Salva leads a group of boys on the next long walk toward Kenya, and Nya's days are still shaped by the walk for water.	9, 11	
Part 5	Salva is chosen to start a new life in the United States, where he learns about his family and thinks about home.	12, 13	
Part 6	Salva starts an effort to bring clean water to South Sudan, a well is dug in Nya's village, and the two storylines meet.	12, 14	

Check against your edition

The book alternates between Nya and Salva, and the study is cut into six parts by what happens, because chapter numbers differ by edition. Write the chapters for each part in the last column. Open questions have a sample answer: accept any answer that is reasoned and uses a detail from the book. War, loss of family and death are described plainly in the book; preview them for your class.

OUR CLASS'S OWN EXPECTATIONS FOR WRITTEN ANSWERS (YOUR WORDING)

PREVIEW

WORDS TO LOOK UP

WORDS: PARTS 1–2

Name _____ Date _____ Period _____

Look each word up. Write the page where you met it (if you find it), what it means in your own words, and a sentence of your own.

WORD	PAGE I FOUND IT	WHAT IT MEANS	MY OWN SENTENCE
pond Part 1			
container Part 1			
bush Part 1			
gunfire Part 1			
alternate Part 1			
refugee Part 2			
survive Part 2			
thirst Part 2			
danger Part 2			
determined Part 2			

PREVIEW

PART 2 QUESTIONS: PART 2

Name _____ Date _____ Period _____

Answer in complete sentences. Use a detail from the story in every answer.

1. Who looks after Salva on the road, and how are they related?

2. Where is the group trying to reach?

3. Name two dangers the walkers face on the road.

4. Who is Akeer, and what happens to her?

5. THINK DEEPER Salva is far from his family and very afraid, but he keeps walking. What helps him go on? Give two reasons.

PREVIEW

PART 3 QUESTIONS: PART 3

Name _____ Date _____ Period _____

Answer in complete sentences. Use a detail from the story in every answer.

1. What kind of place do Salva and the others reach in Ethiopia?

2. About how long does Salva stay there, and what does he become in those years?

3. What danger do the refugees face at the Gilo River?

4. What is Nya's daily job, and why is it so hard?

5. THINK DEEPER Many people cross the Gilo River under fire. What do you think it takes to keep going in a moment like that? Give two ideas.

PREVIEW

WORDS TO LOOK UP

WORDS: PARTS 5–6

Name _____ Date _____ Period _____

Look each word up. Write the page where you met it (if you find it), what it means in your own words, and a sentence of your own.

WORD	PAGE I FOUND IT	WHAT IT MEANS	MY OWN SENTENCE
adapt Part 5			
custom Part 5			
homesick Part 5			
sponsor Part 5			
opportunity Part 5			
organization Part 6			
drill Part 6			
clean Part 6			
community Part 6			
transform Part 6			

PREVIEW

PART 6 QUESTIONS: PART 6

Name _____ **Date** _____ **Period** _____

Answer in complete sentences. Use a detail from the story in every answer.

1. What does Salva decide to do to help the people of South Sudan?

2. What happens in Nya's village?

3. How does the well change Nya's days?

4. How are the two stories connected?

5. THINK DEEPER Which idea matters most in this book: perseverance, water, family or helping others? Give two details.

PREVIEW

CHARACTER THE PEOPLE IN THE STORY

Name _____ Date _____ Period _____

Every person in the story shows something. Write what each one does, then what it shows.

CHARACTER	WHAT THEY SAY OR DO	WHAT THEY SHOW THE READER
Salva an eleven-year-old boy in 1985 whose life changes when war reaches his school		
Nya an eleven-year-old girl in 2008 who walks to the pond for water		
Uncle Jewiir Salva's uncle, who looks after him on the road		
Akeer Nya's younger sister, who becomes ill		
Nya's mother the parent who keeps the family going		
Salva's father the father Salva is separated from by the war		

PREVIEW

KEY TERMS

KEY TERMS 2

Name _____ Date _____ Period _____

Find this in your copy of the book. Then answer the three questions under it.

"The well"

Where it comes up in the story, and who is part of it

What it means, in plain words

Why it matters to the whole story

"Dinka and Nuer"

Where it comes up in the story, and who is part of it

What it means, in plain words

Why it matters to the whole story

PREVIEW

WRITING

SENTENCE STARTERS

Name _____ Date _____ Period _____

Use these when you write about the story. Fill the blank with your own idea and a detail from the text.

Making a claim

In *A Long Walk to Water*, the author shows that _____.

Salva changes most when _____.

The most important idea in the story is _____ because _____.

Bringing in evidence

In the part where _____, Salva _____.

For example, when _____,

The author describes _____ as _____, which _____.

Explaining the evidence

This shows that _____.

This matters because _____.

Here the author wants the reader to _____.

Then and now

At the start Salva _____, but by the end he _____.

At first _____; later _____.

Ending

In the end, _____.

The book's message still _____ because _____.

Try two starters here

PREVIEW

ESSAY DRAFT

Name _____ Date _____ Period _____

Write your draft here. Start with your claim. Use the sentence starters if you get stuck.

Title _____

PREVIEW

ANSWER KEY KEY: PARTS 4 TO 6

Suggested answers. A student answer that makes the same point with a different detail from the book is right. Answers are the idea to find, not the wording to require. The Think Deeper answer (question 5) is a sample of the reasoning, not the only acceptable answer.

Part 4 page 11

4.1	He becomes their leader.
4.2	Kenya, and a refugee camp called Kakuma.
4.3	Lions.
4.4	Any one of: hunger, thirst, tiredness, or danger from soldiers.
4.5	Open answer. Sample: leadership is about what you do, such as keeping others moving and making choices that help the group, not how old you are.

Part 5 page 13

5.1	He is chosen to be resettled in the United States.
5.2	Rochester, New York.
5.3	That his father is alive.
5.4	Any one of: a new language, a new climate, new customs and a new school or work.
5.5	Open answer. Sample: his family and the people still there, and what he remembers from the long walk and the camps.

Part 6 page 14

6.1	He starts an effort to bring clean water by building wells.
6.2	A team arrives and a well is dug.
6.3	She no longer has to make the long walk for water, so she has time for school.
6.4	Salva's work to bring wells is what brings the well to Nya's village.
6.5	Open answer. Sample: a clear choice with two details from different parts of the book.

NOTES FOR THESE PARTS, GRADING REMINDERS (YOUR WORDING)

PREVIEW

ANSWER KEY

KEY: PEOPLE AND THEMES

Answers for the people and theme pages. Open pages: any detail from the book that fits is right.

The People in the Story page 16

Salva	Starts as a schoolboy, loses his home and family for years, becomes a leader of other boys and later works to bring wells.
Nya	Spends her days getting water; her life changes when a well comes to her village.
Uncle Jewiir	Protects and guides Salva in the first part of his journey, then Salva must go on without him.
Akeer	Her illness shows why the family worries about the water they drink.
Nya's mother	Supports Nya and Akeer; her work and care keep the family together.
Salva's father	Separated from Salva by the war; Salva later learns he is alive, which pulls him back toward home.

Themes: evidence to expect page 19

Survival and perseverance	Salva's journey from his school to Kakuma, and Nya's daily walk: both keep going when it is hard.
The value of water	Nya's long walk and Akeer's illness, set against the well that ends the walk.
Family, loss and hope	Salva separated from his family, then learning his father is alive; Nya, her mother and Akeer.
Helping others	Salva, helped by others as a refugee, later works to bring wells; the well in Nya's village.

DISCUSSION QUESTIONS I WILL ADD FOR THE PEOPLE AND THEMES (YOUR WORDING)

PREVIEW

ANSWER KEY

KEY: WORDS

Plain meanings for all 30 words, in the order they appear.

WORD	PART	MEANING
pond	1	a small body of still water
container	1	something used to hold or carry things
bush	1	wild land covered in shrubs, with few buildings
gunfire	1	the sound of guns shooting
alternate	1	to take turns, one after the other
refugee	2	a person forced to leave home to find safety
survive	2	to stay alive through a danger
thirst	2	the need or wish to drink
danger	2	the chance that harm will happen
determined	2	firmly set on doing something
camp	3	a place with temporary shelters for people
soldier	3	a person who serves in an army
bank	3	the land along the edge of a river
frightened	3	feeling afraid
shelter	3	a place that protects from weather or danger

WORD	PART	MEANING
leader	4	a person who guides a group
organize	4	to arrange so that things work well together
responsibility	4	a duty to take care of something or someone
hardship	4	something that makes life hard
endure	4	to keep going through something hard
adapt	5	to change to fit a new situation
custom	5	a usual way of doing things
homesick	5	sad because you miss home
sponsor	5	a person or group that supports someone else
opportunity	5	a chance to do something good
organization	6	a group of people working together for a purpose
drill	6	to make a deep hole with a tool
clean	6	free from dirt and germs
community	6	a group of people who live in the same place
transform	6	to change completely

PREVIEW

Using the word pages

- The words are for talking about each part's events and ideas. They may or may not appear in your edition; students write the page where they met a word only if they do.
- The "What it means" column is in the student's own words; this key is the plain meaning to check against, not the wording to require.
- A sentence that uses the word correctly in a new setting counts; a sentence that copies the meaning does not.

CLASS GRID

CLASS PROGRESS GRID

CLASS OR PERIOD

MONTH

STUDENT	BEFORE	PT. 1	PT. 2	PT. 3	PT. 4	PT. 5	PT. 6	ESSAY

PREVIEW

How to fill this in

One row per student. In a part column write the question score (of 5) once that part's page is in. Before and Essay are check marks: one glance down a column shows who is behind.

Grouping for small-group time

Students with low question scores on two parts in a row usually need the word page first and the part read aloud. Students who finish early start the storyline tracker (page 15) or a key term page (page 17).

FAMILY PAGE

READING A NOVEL AT HOME

STUDENT FROM DATE

We are reading a novel in class, two parts at a time. Here is one question to talk about at home after each pair of parts, and room to write what was said.

TALK ABOUT IT AFTER…	WHAT WE SAID AT HOME
Parts 1–2: Nya walks for water and Salva runs from war. What does your family have close by that you rarely think about?	
Parts 3–4: Salva leads other boys when he is still young. When have you had to help someone else keep going?	
Parts 5–6: Salva uses what happened to him to help others. How could someone use a hard time to help other people?	

Three ways to help at home

- Ask your student to retell what happened in the part in two or three sentences before you talk.
- When they give an opinion, ask: "What in the book makes you think that?"
- The book describes war, loss and death; ask how the part made your student feel.

OUR READING SCHEDULE AND WHAT IS DUE (TEACHER'S WORDING)

NOTE FROM THE TEACHER

NOTE FROM HOME

PREVIEW

ORGANIZER

BINDER COVER

Slide this into the front of a binder or folder. The divider tabs and a spine label to cut out are on the next page.

FOR USE WITH THE NOVEL BY LINDA SUE PARK

A LONG WALK TO WATER

Novel Study · Six Parts

STUDENT _____ TEACHER _____ CLASS OR PERIOD _____

PREVIEW