JOURNEYS AND SURVIVAL

STUDENT PACKET

Guiding Questions

крыт How do individuals survive in challenging environments?
крыт How do culture, time, and place influence the development of identity?
крыт How does reading from different texts about the same topic build our understanding?
крыт How do writers use narrative techniques to convey characters’ perspectives?
крыт What are the ways that an author can juxtapose two characters?
**Reading the Map**

<table>
<thead>
<tr>
<th>I notice ...</th>
<th>I wonder ...</th>
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Warm Up #1

Look at the opening map from *A Long Walk to Water* again:

1. After reading chapter 1, what do you **NOW** notice about the map and the route?

2. List, in order, the different **environments** that are on the route from the village of Loun-Ariik to Kakuma.

**Things Close Readers Do**

*Anchor Chart*

- Get the gist of what the text is about
- Use the text to answer questions
- Reread the text
- Pay attention to vocabulary
- Gather evidence (quotes) from the text
- Annotate text
- Discuss to deepen thinking and understanding
- Use the text to gather evidence for answers to text dependent questions
**WARM UP:**

**THINK ABOUT AND DISCUSS YOUR GROUP WORK SO FAR THIS YEAR, AND FILL OUT THIS T-CHART TOGETHER.**

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<thead>
<tr>
<th>What has gone well?</th>
<th>Needs Improvement (GOALS)</th>
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“Coming together is the beginning. *Keeping together is progress.* Working together... *is success.*

~Henry Ford
THE BETTER ANSWER SANDWICH

1. INTRODUCTION

2. BODY OF DETAILS AND EVIDENCE

3. CONCLUSION

Develop an Introduction
(Restate and Develop)

Build a Body of Details

Draw a Conclusion
Describe one way that Linda Sue Park has created different points of view for Salva and Nya. How are the two characters different?
DIRECTIONS: Annotate & write gist statements for each paragraph in the margins

TIME TRIP: SUDAN’S CIVIL WAR

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.


<table>
<thead>
<tr>
<th>Salva’s Story</th>
<th>Similarities</th>
<th>“Time Trip: Sudan’s Civil War”</th>
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PROMPT: Looking at the article and your novel, please answer the following question:
How does Salva’s story relate to “Time Trip: Sudan’s Civil War?”

Use the text and any notes to help you complete this task.

Full credit responses meet these QuickWrite criteria:
- Answers the prompt completely.
- Provide context of each piece of evidence
- Provides at least TWO pieces of relevant, text based evidence.
- Explanation (what does this mean?) for each piece of evidence
- A concluding sentence.
## Chapter 4 Text-Dependent Questions

1. Based on the text in Chapter 4, how did Salva feel about Buksa?

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<table>
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<tbody>
<tr>
<td>A. Salva disagreed with Buksa.</td>
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<tr>
<td>B. Salva was afraid of Buksa.</td>
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<tr>
<td>C. Salva wanted to imitate Buksa.</td>
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<tr>
<td>D. Salva was impressed with Buksa.</td>
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2. Which sentence from the passage best shows Salva’s feelings about Buksa?

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<tbody>
<tr>
<td>A. “Salva’s fear began to grow until it was even stronger than his hunger.”</td>
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<tr>
<td>B. “By now Salva had caught the feeling of excitement.”</td>
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<tr>
<td>C. “Salva frowned and shook his head.”</td>
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<tr>
<td>D. “Just then Buksa stopped walking. Salva stopped, too.”</td>
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3. Paraphrase the sentence below in your own words: what is terrain, and what is the terrain like where Salva is walking?

“They slept on the ground. The terrain changed from scrub to woodland; they walked among stands of stunted trees. There was little to eat: a few fruits here and there, always either unripe or worm-rotten.”

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

4. Based on the quote above, how is “place” influencing Salva’s identity?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
How do culture, time and place influence Salva and Nya's identity?

**Fist to Five Check for Understanding**

- 5 - I completely understand
- 4 - I mostly understand
- 3 - I understand pretty well
- 2 - I need help
- 1 - I don’t understand at all
Sudanese Tribes Confront Modern War”
By Karl Vick, Washington Post Foreign Service Wednesday, July 7, 1999; Page A1

Madut Atien is a member of the SPLA, which provided security for the peace conference. (Michael duCille, Washington Post)

1. They are the Dinka and the Nuer, the largest tribes in southern Sudan. Both greet the dawn by singing. Both live in square huts with round, uneven roofs. Both walk the roadless plain split by the White Nile. And both honor their scrawny, hump-backed cattle as the center of the *temporal* world, at once wealth on the hoof and a mystical link to the spiritual plane [level].

   a. With a partner, reread paragraph 1 out loud. **What does the word “both” refer to? Why does the author use the word “both” four times?**

   b. What do you think the word “temporal” might mean?

2. The Nuer word for “thousand” means “lost in the forest,” because that’s where your cattle would be if you had that many of them. Almost no one does, however—in no small part because Dinka and Nuer have been stealing cattle from each other for as long as anyone can remember. Cattle *raiding* is a *hoary* [old, ancient] tradition of pastoralists [farmers] throughout East Africa, as natural here as a young man’s hungering for enough cows to pay the bride price for a wife, as normal as a neighbor striking at the *intruders* he sees hogging prime grazing land.

   c. In paragraph 2, reread the last sentence, and explain it in your own words (paraphrase).
3. If people died in these raids, it was “maybe one, two or three,” said Madut. And the victims were almost always warriors, slain with the spears that were still the weapons of choice in southern Sudan in 1983, when the war against the Arab north entered its current phase. That year, the Khartoum government imposed [forced on others] Islamic law on the entire country, including the parts that were not Muslim, like the south, where people mostly adhere [stick to] to traditional beliefs or Christianity. Rebellious southerners formed the Sudanese People’s Liberation Army, and young Dinka and Nuer began to carry AK-47s.

d. In paragraph 3, what does the word “phase” mean? When did things begin to change?

4. Until 1991, the guns were used mostly against northerners. But that August, there was a split in the rebel army. The fault line was tribal. A Nuer rebel officer, Riek Machar, tried to topple the rebels’ supreme commander, a Dinka named John Garang. When the coup failed, the rebel escaped with forces loyal to him, mostly Nuer. The war had entered a new phase. Southerners started killing each other.

e. Talk with a partner: In paragraph 4, how does the second sentence help you understand the phrase “the fault line was tribal”?

5. “I used to be living here,” said Peter Wakoich, a Nuer in Dinkaland. “The Dinka and Nuer were one. It all went bad overnight.” Shortly after the rebel leaders parted ways, the man from the next hut stole all of Wakoich’s cattle and slit the throats of four of his children.

f. With your partner, write a question for paragraphs 5 and/or 6.

6. Children, women and the elderly used to be off-limits during raids, traditional set-piece battles in which women waited at the edge of the fight to tend the wounded and retrieve lost spears, said Sharon Hutchinson, a University of Wisconsin anthropologist who lived with the region for most of a decade. Now 110 were killed in a village attacked precisely while its young men had gathered elsewhere.
7. Tradition in both tribes held that causing a death created “spiritual pollution.” A bit of the blood of any man a Nuer speared to death was thought to be in the slayer, and had to be bled out of the upper arm by an earth priest. To drink or eat before reaching the priest was to die.

8. But that was for a death by spear, pressed into victim by one’s own muscle and bone. What to do about death by bullets—“a gun’s calves,” as the word translated from Nuer? Rebel commanders argued to chiefs that a gun death carried no individual responsibility, that traditional belief did not apply in a “government war.”

9. And the guerrillas came to see it the same way. “They believe, ‘The ghost of the deceased will not haunt me, because I did not kill with a spear,’” said Telar Deng, an American-educated Dinka judge.

10. Once removed from its moral consequences, killing became easier. Jok Madut Jok, an assistant professor of history at Loyola Marymount University in Los Angeles, returned to his native Dinkaland last summer to research the culture of violence. He found armed youths running roughshod in a society whose dysfunction paralleled that of inner cities 8,000 miles away: Arguments once settled by fighting with sticks were now being decided with assault weapons.

11. The warriors, Jok said, were simply too young to remember any power but the kind that came from a gun.

12. The elders, however, could.

g. Explain how attitudes towards killing changed with the introduction of guns.

h. In paragraph 12, the text says “The elders, however, could.” What could the elders do? (Hint: reread paragraph 11.)
## Gathering Evidence—Perspectives of the Dinka and the Nuer

<table>
<thead>
<tr>
<th><strong>Detail/Evidence</strong></th>
<th><strong>Inference/Reasoning</strong></th>
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</thead>
</table>
| Quote showing Similarity or Difference | About Dinka, Nuer, or BOTH  
Explanation of what it shows |

| “Both walk the roadless plain split by the White Nile.” | This quote shows that both tribes take regular journeys on paths, not roads. They both tolerate a difficult environment. |
| “Dinka and Nuer have been stealing cattle from each other for as long as anyone can remember.” | This quote shows that both tribes... |
| “Cattle raiding is a hoary [old or ancient] tradition of pastoralists throughout East Africa.” | |
| “The victims were almost always warriors.” | |
| “Until 1991, the guns were used mostly against northerners.” | |
| “Children, women and the elderly used to be off-limits during raids.” | |
| “A bit of the blood of any man a Nuer speared to death was thought to be in the slayer, and had to be bled out of the upper arm by an earth priest.” | |
| “They believe, ‘The ghost of the deceased will not haunt me, because I did not kill with a spear.’” | |

Quote:
Dinka/Nuer Conflict Paragraph

**Task**: write an organized paragraph with at least 3 pieces of evidence to answer the following question:

*What impact did the use of guns have on the conflict between the Dinka and Nuer tribes?*

I. **Select Evidence**: from your graphic organizers, select 3 pieces of evidence to use in your paragraph.

<table>
<thead>
<tr>
<th></th>
<th>Quote:</th>
<th>Explanation:</th>
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II. **Writing Paragraph**: use the graphic organizer to write a paragraph answering this question.

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**Fist to Five Check for Understanding**

5- I completely understand  
4- I mostly understand  
3- I understand pretty well  
2- I need help  
1- I don’t understand at all
A **character trait** is a quality that describes a person’s personality and how they act in certain situations or the type of person they are.

<table>
<thead>
<tr>
<th>Brave</th>
<th>Courageous</th>
<th>Strong</th>
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<tbody>
<tr>
<td>Leader</td>
<td>Independent</td>
<td>Deceptive</td>
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<tr>
<td>Resourceful</td>
<td>Responsible</td>
<td>Kind</td>
</tr>
<tr>
<td>Compassionate</td>
<td>Intelligent</td>
<td>Perseverant</td>
</tr>
<tr>
<td>Scared</td>
<td>Determined</td>
<td>Hard Working</td>
</tr>
<tr>
<td>Patient</td>
<td>Sympathetic</td>
<td>Mature</td>
</tr>
<tr>
<td>Loyal</td>
<td>Trustworthy</td>
<td>Lonely</td>
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</table>
# Survival Anchor Chart

<table>
<thead>
<tr>
<th>Ch./pg. #</th>
<th>CHALLENGES</th>
<th>SURVIVAL FACTORS</th>
<th>CHARACTER TRAIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch. 1 P. 5-6</td>
<td>War breaks out in Salva’s village.</td>
<td>Salva runs away from his village to escape war.</td>
<td>This shows that Salva was brave and courageous.</td>
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<td>This shows...</td>
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18
Warm Up

Please complete this task individually. Please refer to Chapter 6 and your Reader’s Notes.

1. *That very day he shot a young antelope, the kind called a topi.*

   What does *topi* (page 33) mean? Underline the phrase in the sentence that helped you figure that out.

2. What does *solemn* (page 35) mean? What on the page tells you that?

Warm Up

Please complete this task individually. Please refer to Chapters 7 & 8 and your Vocabulary Log.

“Salva staggered forward with yet another enormous load of reeds in his arms. Everyone was busy. Some people were cutting down the tall papyrus grass by the water’s edge. Others, like Salva, gathered up the cut stalks . . .” (p. 43)

3. What do the words *reed* and *papyrus* mean? Underline the parts of the excerpt that could help you figure this out.

4. What does *abundance* mean? What did you find on page 47 that helped you figure it out?
Juxtaposition-
*Putting things side by side to see how they compare and contrast*

**Juxtaposition allows Linda Sue Park to:**
1. Show a wider range of experiences than if she had only one character.
2. Help the reader understand each character’s point of view and more fully convey ideas about how people in Sudan survive.

**Examples:**

**Image #1:**

What two images are juxtaposed here?

What is the same about these images?

What is different?

Why did the artist want you to compare these two images?

**Image #2:**

What two images are juxtaposed here?

What is the same about these images?

What is different?

Why did the artist want you to compare these two images?
Examples of **Juxtaposition** in *A Long Walk to Water*

1. In chapters 8 and 9, how were Salva’s and Nya’s experiences with water the same and different?

   ![Venn Diagram](image)

   Salva’s Experience  
   Nya’s Experience

2. What does Park want you to notice or wonder about survival in Sudan?

How does Park’s decision to juxtapose Salva and Nya in *A Long Walk to Water* help us better understand each character’s point of view? Support your answer with at least one specific comparison from the book so far.
Focus Question:  
What Character Traits help Salva survive in a difficult environment?  

Directions: Select a scene and strong quote to illustrate how one of Salva’s character traits helps him survive a challenge he faces in A Long Walk to Water. Then write your answer to the focus question, explaining the situation that Salva is facing and how this character trait helps him.

Example:

Salva’s persistence is one factor in how he survives in a difficult environment. One place in the text where we see this is when Salva is crossing the desert with a group of refugees. This is a long, difficult crossing that will take at least three days. On the first day, Salva’s only pair of shoes falls apart. He has to decide how to cope with this. The author writes, “After only a few minutes, Salva had to kick off the flapping shreds and continue barefoot” (52). Salva’s taking off his shoes shows real persistence. Instead of just giving up, he decides to go barefoot to continue his hike across the desert. Because of his persistence, Salva is able to continue and to survive.
Warm Up

Please complete this task individually.

“Kakuma had been a dreadful place, isolated in the middle of a dry, windy desert.” (84)

1. What does the word isolated mean? Underline the parts of the excerpt that could help you figure this out.

2. What does aid worker mean? What did you find on pages 85 and 86 that helped you figure it out?
### Comparing Historical and Fictional Accounts

What survival challenges are mentioned in both “Time Trip: Sudan’s Civil War” and *A Long Walk to Water*?

<table>
<thead>
<tr>
<th>Experience in “Time Trip: Sudan’s Civil War”</th>
<th>Experience in <em>A Long Walk to Water</em></th>
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</table>
Warm Up

Please complete this task individually.

5. What do aid organizations and relief agencies do?” (page 100)

6. “Why might these types of organizations be involved in the South Sudan?”

Chapter 7-12 Paraphrasing

In this assignment, you will rewrite the sentences from A Long Walk to Water in your own words. Make sure that your rewritten sentence correctly and fully explains the underlined words. You may find it helpful to read the whole paragraph to make sure you understand exactly what the sentence means.

Example:
“Salva shook with terror inside and out.” (40)
Salva was very scared.

“Thousands, maybe millions, of hungry mosquitoes massed so thickly that in one breath Salva could have ended up with a mouthful if he wasn’t careful.” (49)

“The sun was relentless and eternal: There was neither wisp of cloud nor whiff of breeze for relief.” (52)
Reader’s Notes: *A Long Walk to Water*

What makes a good GIST?

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Gist- Salva</th>
<th>Gist- Nya</th>
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“Stay calm when things are hard or not going right with you. You will get through it when you persevere instead of quitting.”

- Salva Dut

What is THEME in a Piece of Writing?

Theme:

Examples of Themes:

Possible Themes for A Long Walk to Water: