# Lesson 5: Entrance Ticket

### Learning Target:

|  |  |  |
| --- | --- | --- |
|  | 1. I can analyze the main ideas and supporting details in a clip from *God Grew Tired of Us*. | Complete **During** the Lesson |

**Directions:** As you enter class, **READ** the learning target, and **WRITE** a response to the following prompts.

Recall the last time you watched a clip of this documentary in a previous lesson. What do you remember about the video? What questions did it help answer for you?

**Answer Here:**

|  |
| --- |
|  |

## Lessons 5 - 6: Mid-Unit 2 Assessment: Research to Answer a Question

### Learning Targets:

|  |  |  |
| --- | --- | --- |
|  | 1. I can analyze the main ideas and supporting details in a clip from *God Grew Tired of Us*. (RI.7.2, SL.7.2) 2. I can research to answer questions about the Lost Boys of Sudan. (W.7.7, W.7.8) | Complete **During** the Lesson |

### Mid-Unit 2 Assessment: Part I

**Directions:** Your teacher will play a clip (minute 1:10–2:37) of the documentary *God Grew Tired of Us* three times.

**First viewing:** Watch and **THINK**.

* What are the main ideas?
* How do you know? What are the supporting details?
* Which questions from the Questions about *A Long Walk to Water* anchor chart are answered by this information?

Take notes on this page as you watch, if you would like.

**Notes Here:**

|  |
| --- |
|  |

**Second viewing:** **WRITE** and answer the following questions.

1. **Part A:** Which of the following are the main ideas in this video clip? Select all that apply. (SL.7.2)
2. The civil war was between the north and south and was about religion and oil.
3. The civil war in Sudan resulted in thousands of boys having to flee to Ethiopia for safety.
4. Life was very difficult for the boys after fleeing from their villages.
5. The boys formed a line that stretched for miles as they made their way to Ethiopia.

**Part B:** Which supporting details from the video clip best support the main ideas identified in Part A? Select all that apply. (SL.7.2)

1. In order to survive, they formed makeshift families to take care of one another.
2. In the 1950s, the British hastily combined two separate territories into one Sudan.
3. The lost boys were forced to flee once again.
4. The number was 27,000 young men from 10 to 5 years old.
5. Which of the following questions does this video clip answer? (SL.7.2)
6. What happened to the girls in Sudan?
7. What is the meaning behind tribal scars?
8. What changes have people in Sudan made in order to be able to live in the desert?
9. Why did the boys go on a long journey?

**Third viewing:** **READ** and check your answers. Revise as necessary.

### Mid-Unit 2 Assessment: Part II

**READ** the article “The Need” below. Then, **WRITE** and answer the questions that follow.

### The Need

**A basic need, a human right**

South Sudan’s environment is starkly beautiful but harsh. It has just two seasons: one dramatically wet, the other dry. Daily temperatures often rise above 120°F during both seasons. During the rainy season, water is plentiful for villagers, their crops and their animals. But during the annual six-month dry season, life changes for the worst.

**People are dying from water in remote villages of South Sudan**

During the November-to-May dry season, most sources of surface water dry up. This forces millions of South Sudanese each year to leave their village homes in search for water. Some have to abandon their homes and move all together while others, usually women and children, are forced to trek miles every day to collect water from ponds, marshes, ditches, or hand-dug wells. This water is often contaminated with disease-causing parasites and bacteria. The results are pain, sickness, even death, especially among infants and children.

**A constant search to satisfy a basic need**

Villagers have no choice about what they drink. Water, however tainted, is needed to live. Villagers must relocate during the dry season to be near water sources. Only with the arrival of the next wet season can people return to their homes. This annual hunt for water prevents villages from building stable, basic infrastructure such as schools, markets, and medical clinics. Even when villages are able to build clinics or schools, the buildings can stay empty for up to six months a year because the dry season forces villagers to find water.

**Walking hot, dusty miles to satisfy thirst**

When women and children are forced to walk up to eight hours a day for water, they are unable to do anything else. This demanding, time-intensive regimen makes getting an education difficult if not impossible. This is why most children and especially women in South Sudan do not even have an elementary education.

Where safe, clean water flows, education, economic development, and health spring up. Safe water brings new hope and opportunities to South Sudan’s people, empowering them to change their lives.

© 2018 Water for South Sudan, Inc. <https://www.waterforsouthsudan.org/the-need/>. Used with permission. All rights reserved.

**Directions:** Use the text “The Need” to answer the following questions.

1. **Part A:** Which of the following are central ideas in the article “The Need”? Select all that apply. (RI.7.2)
2. Clean, safe water is necessary to make life better for people in South Sudan.
3. Daily temperatures often rise above 120°F during both the rainy and dry seasons in South Sudan.
4. During the dry season in South Sudan, the lack of water makes life challenging for the people.
5. Water in South Sudan is often contaminated with disease-causing parasites and bacteria.

**Part B:** Underline the sentence in this paragraph that introduces one of the central ideas from Part A. (RI.7.1, RI.7.2)

South Sudan’s environment is starkly beautiful but harsh. It has just two seasons: one dramatically wet, the other dry. Daily temperatures often rise above 120°F during both seasons. During the rainy season, water is plentiful for villagers, their crops and their animals. But during the annual six-month dry season, life changes for the worst.

4. **WRITE** an objective summary of the article “The Need.” (RI.7.1, RI.7.2) Be sure that your summary:

* introduces the text with the title and “wraps up” with a concluding statement,
* uses relevant events and important details from the text to explain what happens, and
* is clear and concise.

**Answer Here:**

|  |
| --- |
|  |

**READ**, **THINK**, and research to answer the following question by completing Part A and Part B below. You may use the article “The Need” above, in addition to at least one more article you find online to answer this research question. (RI.7.1, W.7.7, W.7.8, W.7.9b)

Research question: Why does Nya have to spend so much time getting water?

5. **Part A:** What are some internet search terms you can use for this question? (W.7.8)

**Answer Here:**

|  |
| --- |
|  |

**Part B:** In the space below, design a note-catcher to capture research notes. (W.7.7, W.7.8)

Be sure to include space to quote or paraphrase the evidence to answer the question, cite the source, explain why you think the source is credible, and record questions raised by reading the text

|  |  |  |  |
| --- | --- | --- | --- |
| **Source** | **Evidence (Quote accurately or paraphrase.)** | **Credible? Why or Why Not?** | **Questions Raised by Reading the Text** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# 

# Lesson 6: Track Progress: Research

### Learning Target:

|  |  |  |
| --- | --- | --- |
|  | 1. I can gather information through research to build knowledge and answer research questions. | Complete **During** the Lesson |

**Standards I’m Tracking:** W.7.7 and W.7.8

1. How am I doing?

* For each criterion, **THINK** and self-assess by putting a check mark in the appropriate column.
* **WRITE** the number of each standard on a sticky note or flag. Then, on your own writing, place each sticky note in an area that shows evidence you have met that criterion. Make sure you have evidence for each criterion.
* Strive to be honest with yourself. Remember, your ability grows with your effort, so it’s fine if you aren’t there yet!

You will receive feedback on different-colored sticky notes/flags and in a different-colored pen on the checklist

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Characteristics of Effective Research** | **4**  **Advanced** | **3**  **Proficient** | **2**  **Developing** | **1**  **Beginning** |
| W.7.7 | I can use several sources to answer a research question. |  |  |  |  |
| W.7.7 | I can generate additional, related, focused questions to support my investigation. |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Characteristics of Effective Research** | **4**  **Advanced** | **3**  **Proficient** | **2**  **Developing** | **1**  **Beginning** |
| W.7.8 | I can use search terms effectively. |  |  |  |  |
| W.7.8 | I can gather relevant information from several print and digital sources, and take organized notes. |  |  |  |  |
| W.7.8 | I can assess the credibility and accuracy of each source. |  |  |  |  |
| W.7.8 | I can quote or paraphrase information and ideas from research without plagiarizing. |  |  |  |  |
| W.7.8 | I can cite sources using a standard format. |  |  |  |  |

1. How have I improved since I last worked on this skill?

**Answer Here:**

|  |
| --- |
|  |

Teacher Response:

**Answer Here:**

|  |
| --- |
|  |

3. How can I improve next time?

**Answer Here:**

|  |
| --- |
|  |

Teacher Response:

**Answer Here:**

|  |
| --- |
|  |

**Anchor Standards**

**W.7**

By the end of Grade 12, I will be able to: conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**W.8**

By the end of Grade 12, I will be able to: gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

# 