

# Study Guide to Accompany Linda Sue Park's *A Long Walk to Water*

*Sentence Stems  
Guide Your  
Struggling Writers  
in Critical  
Responses*

Includes  
Teachers Notes  
for Successful  
Implementation



96 page Shared  
Conversation  
and Study  
Guide!

TEKS and CCSS  
Aligned



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Study Guide to accompany Linda Sue Park's

# A Long Walk to Water



NAME: \_\_\_\_\_

TEACHER: \_\_\_\_\_

CLASS PERIOD: \_\_\_\_\_

**STUDENT WORKBOOK**

# WELCOME AND INSTRUCTIONS FOR THE WRITTEN CONVERSATIONS AND READING STUDY GUIDE TO *A LONG WALK TO WATER*

On our reading days, except when calling roll and reading aloud, all of our conversation during this period will be silent. You are allowed to pass notes to your partner. In fact, you are going to have to! This is going to help us all with our skills in reading, writing, listening, and “speaking”. Take a look at the guidelines below. These guidelines will help us with our learning.

- You will be working with a partner every day, although your partner may change. If possible, you should try to work with a person of the opposite gender – trust me on this.
- You and your partner will share these study guides, and you will be writing responses to each other in each other’s guide from time to time.
- On some days, I will play the audio version of the book! You are responsible to read along silently as it is read. You will need to pay attention so that you can participate in a conversation with your partner about the reading.
- If you would like to volunteer to read aloud, you may raise your hand, or pass ME a note! The same for bathroom breaks!
- From time to time during the reading, we will stop reading and you and your partner will have a “conversation” by writing and passing notes in the study guides about the reading.
- On pages titled “Questions to Consider”, you may find two columns after each question. You will be prompted to pass your study guides to each other, and you will write in an entire section.
- Remember, you will be passing your guides back and forth! You will each write in your guide first, and a timer will be going set at two minutes and thirty seconds. At the buzzer, you have to trade guides with your partner. They will have twice the amount of time to read and respond to your writing.
- You may take quizzes and assessments covering the chapters, narrator point of view, vocabulary, and chapters/sections of the book. We will also be doing character studies and other things during the course of our reading.

# ABOUT THE AUTHOR OF *A LONG WALK TO WATER*

Linda Sue Park is an American-born author of Korean descent. Her parents were among the first Korean immigrants to America after World War II, and she was born in 1960 in Urbana, IL.

Ms. Park is the author of 6 children's novels, including the award-winning historical fiction novel *A Single Shard*, 5 picture books, and *A Long Walk to Water*.

As with many immigrant families, the Parks sought to quickly assimilate to their new country. As a result, Ms. Park says that her family only spoke English at home, and, although they kept some of their customs from Korea, they did not actually speak Korean. (Encyclopedia.com)

Ms. Park attended Stanford University, and also attended universities in London, England and Dublin, Ireland. She has worked in advertising, food journalism, public relations, and taught English as a Second Language while working to perfect her craft! (Scholastic.com)

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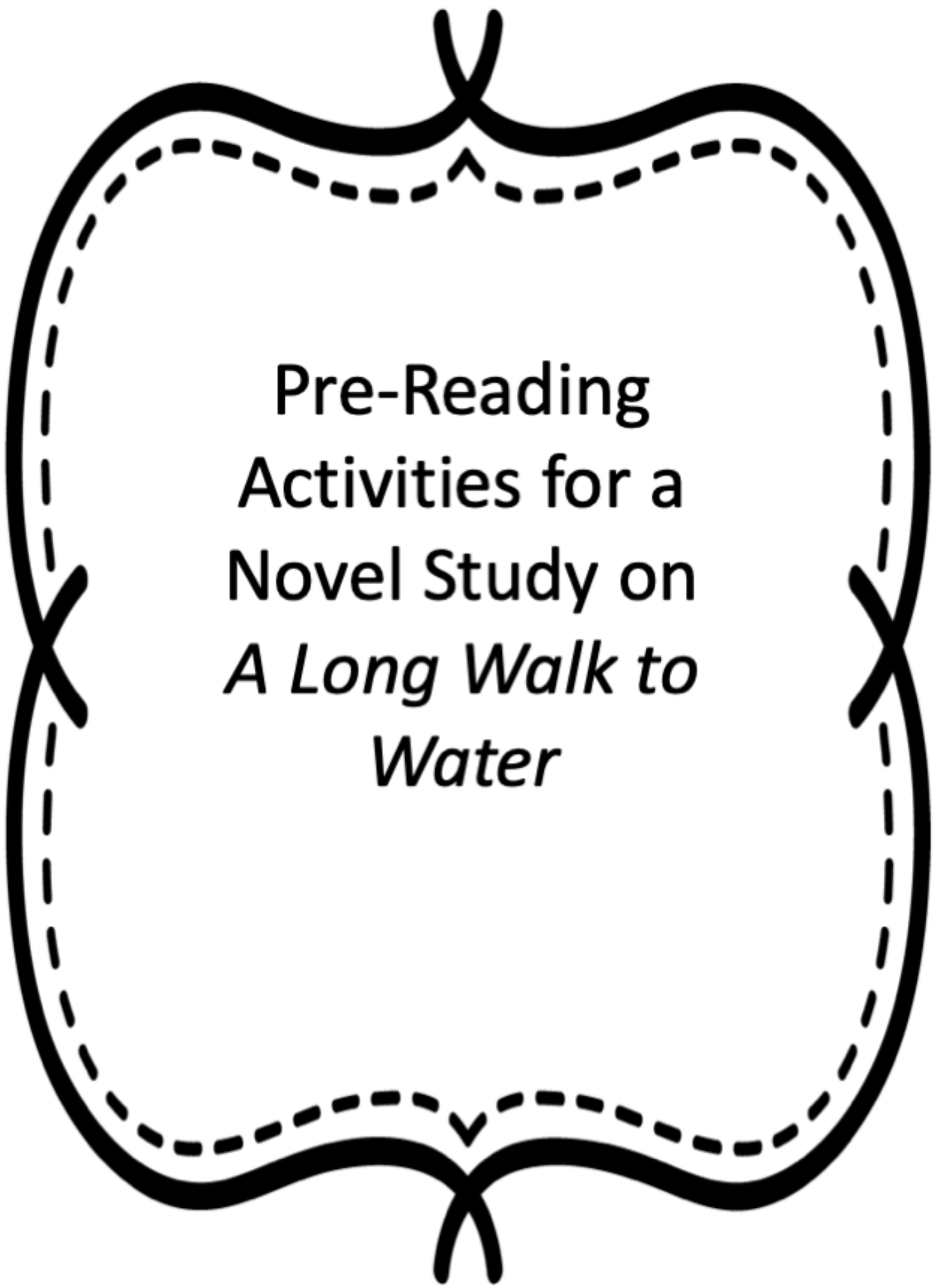
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Pre-Reading  
Activities for a  
Novel Study on  
*A Long Walk to  
Water*

## ALWAYS JUDGE A BOOK BY ITS COVER!

Make a prediction – Based on only the cover of the book, what can you infer about the setting and/or the plot of the story? What makes you think that?

PREVIEW

PREVIEW

# SETTING FOR OUR STORY: SOUTHERN SUDAN



## The Place We're Visiting

The Sudan is a large nation in East Central Africa. A large part of the country is part of the Sahel, one of the hottest areas on Earth. Southern Sudan has no ocean or sea port; this means it is land-locked. The weather is either hot and dry, or it is hot and wet from the rainy season!

As we read, refer to these maps, and trace the routes the story talks about. Feel free to cheat by looking at the map in the book!






## Civil War Is Not Civil

At the end of our story, Sudan was engulfed in a violent, and tragic, civil war. The war was primarily based on religious control. Northern Sudan was almost completely Muslim, the religion of Islam. Southern Sudan, on the other hand, was multi-religious, with Christianity, Judaism, Hinduism, traditional African beliefs, and Animism. Some of these traditional beliefs include the use of magic, belief in good and evil spirits that interact with humans, and the veneration of the dead.

Map A: The continent of Africa from the world map, with Sudan highlighted in red. Map B: Sudan prior to the South Sudanese Independence in 2011.

# WHAT IS THE CLIMATE AND TERRAIN LIKE IN SUB-SAHARAN SUDAN?

Before beginning your research, list details in the first two columns. Fill in the last column after completing your research.

<p>What I think I know</p> 	<p>What I Want to Know</p> 	<p>What I Learned</p> 






# PRE-READING RESEARCH: THE FLORA AND FAUNA OF SOUTHERN SUDAN

Research the Flora (plant life) and Fauna (animal life) that is native to the southern part of Sudan, including along the Blue Nile River in southeastern Sudan. List 10 types of flora and 10 types of fauna, and add other details you feel are important.

Flora	Fauna

# WHAT IS NECESSARY TO SURVIVE AND THRIVE IN THIS CLIMATE AND TERRAIN?

In the first column, list the necessities you would need to barely survive. In the second column, list what you would want above the necessities. In the third column, what do you have? Or what you could live without?

<p>What I <b>Need</b> to survive.</p> 	<p>What I <b>Want</b> to make life comfortable...</p> 	<p>What I can <b>Leave</b> behind and live without...</p> 
<p>PREVIEW</p>	<p>PREVIEW</p>	<p>PREVIEW</p>

# THE POWER OF WORDS: KEY VOCABULARY

Complete the chart below by filling in the definition and then using the word in a sentence of your own creation. Use a DICTIONARY!!

Plains (noun) on map		
Route (noun) on map		
Cradle (verb) Pg 1		
Flicking (verb) Pg 2		
Droned (verb) Pg 2		
Herding (verb) Pg 3		

PREVIEW

PREVIEW

# PRE-READING WRITING PROMPT: PROMPTLY SELECT YOUR PROMPT

Before we start the story, read these prompts with your partner. Each of you selects one of the prompts and writes a paragraph (at least 5 sentences) responding to the prompt. Then each partner reads his response and write a response to him or her!

## IMAGINE THAT...

You are a 12-year-old boy. You have been separated from your family during a war. In order to survive, you must walk to an area of safety hundreds of miles away. On the journey, you must avoid soldiers and dangerous wildlife, and manage to find food and water. The journey will take months. You do not know if you will survive or ever see your family again.

If this was an experience you had to live through, how do you think it would affect the person you grew up to be?

## OR MAYBE...

You are an 11-year-old girl. You live with your family in an area far from towns or cities. Your family does not have any running water or electricity. You have even heard stories of such things. You are responsible for getting water for your family to drink. To do this, you must walk eight miles every day to a pond and back. You will have to do this every day for years and years.

If this was an experience you had to live through, how do you think it would affect the person you grew up to be?

**ON THE NEXT PAGE, WRITE YOUR  
RESPONSE!**

IMAGINE THAT...  
OR MAYBE...

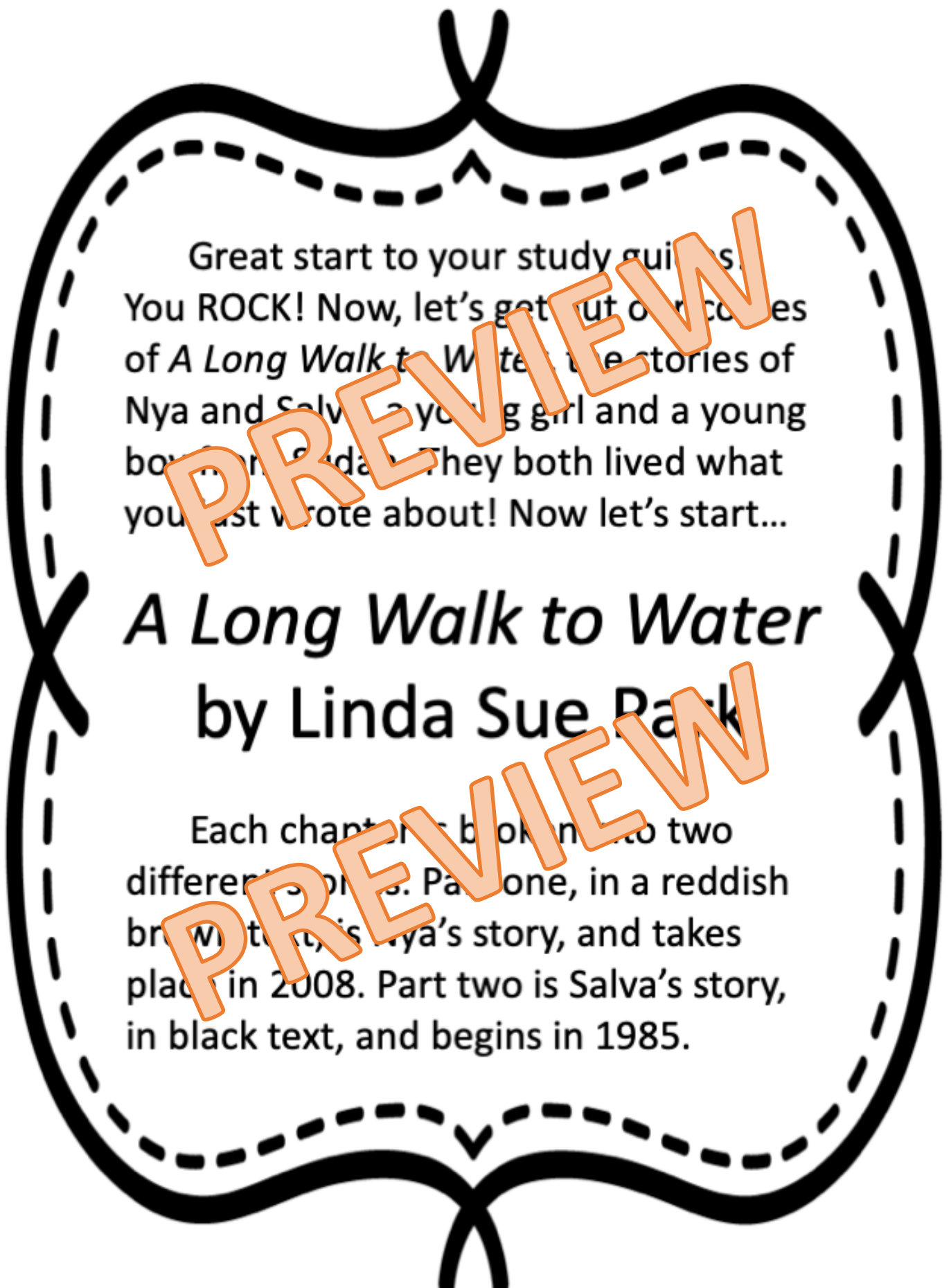
I AM WRITING AS A 14 YEAR OLD \_\_\_\_\_

PREVIEW

PREVIEW







Great start to your study guides.  
You ROCK! Now, let's get out our copies  
of *A Long Walk to Water*. Write the stories of  
Nya and Salva, a young girl and a young  
boy from Sudan. They both lived what  
you just wrote about! Now let's start...

## *A Long Walk to Water* by Linda Sue Park

Each chapter in the book is split into two  
different stories. Part one, in a reddish  
brown text, is Nya's story, and takes  
place in 2008. Part two is Salva's story,  
in black text, and begins in 1985.

# QUESTIONS TO CONSIDER: CHAPTER 1

How does the 3<sup>rd</sup> person limited narrator point of view affect your image of Nya?  
How does it affect your image of Salva?

The 3<sup>rd</sup> person limited point of view of the narrator helps me see Nya as  
\_\_\_\_\_, \_\_\_\_\_ it helps me see Salva  
as \_\_\_\_\_.

Describe Nya in 5 words!  
My response \_\_\_\_\_ response

**Nya is:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Nya is:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe Salva in 5 words!  
My response \_\_\_\_\_ response

**Salva is:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Salva is:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## QUESTIONS TO CONSIDER: CHAPTER 2

How does the dual storyline impact your understanding of the story? Why?

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Swap Guides!

Do you agree with your partner about the dual stories? Why or why not?

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It is easier to relate to Nya or Salva? Why?

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# GATHERING EVIDENCE

Work with your partner to find your text evidence and make inferences. (Voice level 1!) You are looking for evidence of the things in Nya and Salva's lives and cultures that influence their beliefs and behaviors. You should each write your evidence and conclusions/inferences in your own words.

<b>What Salva or Nya thought, said, or did (Quote/Detail/Event)</b>	<b>Page and Paragraph</b>	<b>What this shows about how culture, time, or place influenced Salva's or Nya's identity (Inference/Reasoning-Explanation)</b>
"There was only heat, the sun already baking the air, even though it was long before noon"	Pg 1 para 3	This is time because it shows time of day. It is also place because she is in a really HOT place called Southern Sudan. This affects her identity because _____ _____ _____
"Salva had three brothers and two sisters. As each boy reached the age of about ten years, he was sent off to school"	Pg 2 para 4	In Salva's culture, schooling is only for boys. Salva's feelings about school are _____ _____ _____
"The war had started two years earlier. 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 para	Salva is growing up in the 1980s: we know that he is 11 years old in 1985. The war started two years earlier. This affects his identity because _____ _____ _____ _____



# GATHERING EVIDENCE

Work with your partner to find your text evidence and make inferences. (Voice level 1!) Now you are looking for evidence that shows the similarities and differences between the Dinka and Nuer tribes. You should each provide evidence and conclusions/inferences in your own words.

Similarities and/or Differences between the Nuer and Dinka Tribes	Page and Paragraph	EXPLAIN what this shows about the perspective of the Dinka or Nuer tribe (or both) <i>Inference/Reasoning (Explanation)</i>
Similarity "And both honor their scrawny, hump-backed cattle as the center of the temporal world."		This shows that both tribes highly value cattle. It is a way to show wealth and a way to survive in a difficult environment. Cattle are the center of their physical and spiritual world. They honor the
Similarity "Dinka and Nuer have been stealing cattle from each other for as long as anyone can remember."		This shows that both tribes... _____ This is important because... _____
Similarity "The victims were always warriors."		This shows that both tribes.... _____ This is important because... _____
Similarity "Rebellious southerners formed the Sudanese People's Liberation Army, and young Dinka and Nuer began to carry AK-47s."		

Thinking about Buksa and the Jur-chol people, how cool is it that they work with the Honey Guide bird? Did you know that this really happens? How important is this to the story?

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**Middle Research Break!**

The Honey Guide bird has what is called a “symbiotic relationship” with the Jer-chol people, as well as with other animals that eat honey. This means that both the bird and the person (or other species) each receives mutual benefit or help by working together. Research some other symbiotic relationships that exist in the animal and plant kingdoms. Briefly describe these relationships.

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# CHARACTERS IN PROFILE: NYA

Describe Nya's personality (both internal character traits) and appearance. What text evidence supports your traits? \_\_\_\_\_

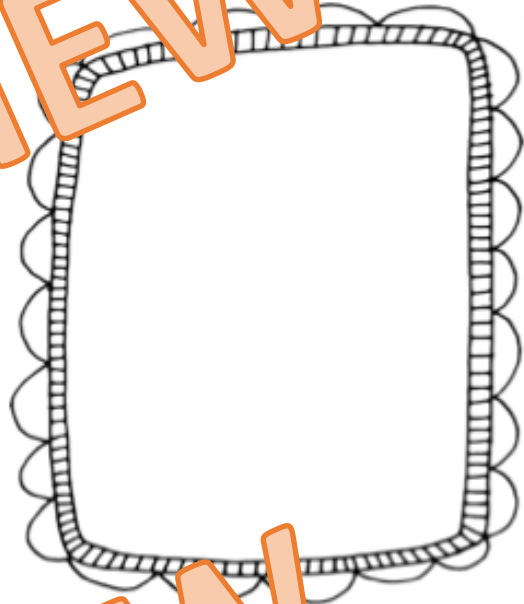
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Draw a picture of how you see Nya.

Compare Nya to people you know. Who do you think you would be a friend to her? Why or why not? \_\_\_\_\_

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Predict what Nya will be going through next. \_\_\_\_\_

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# DIAGRAMMING THE PLOT: NYA'S STORY SO FAR

Climax: (have we reached it yet?)

Event 4

Event 3

Event 2

Event 1

Fill in the Rising Action by selecting up to 4 events that take place in Nya's story that are highly significant so far.

Exposition: Characters and setting for Nya's story line:

List the different types of conflict (man vs. \_\_\_\_\_) found in \_\_\_\_\_:

List possible THEMES for the story (1 to 5 words each that explain the message):

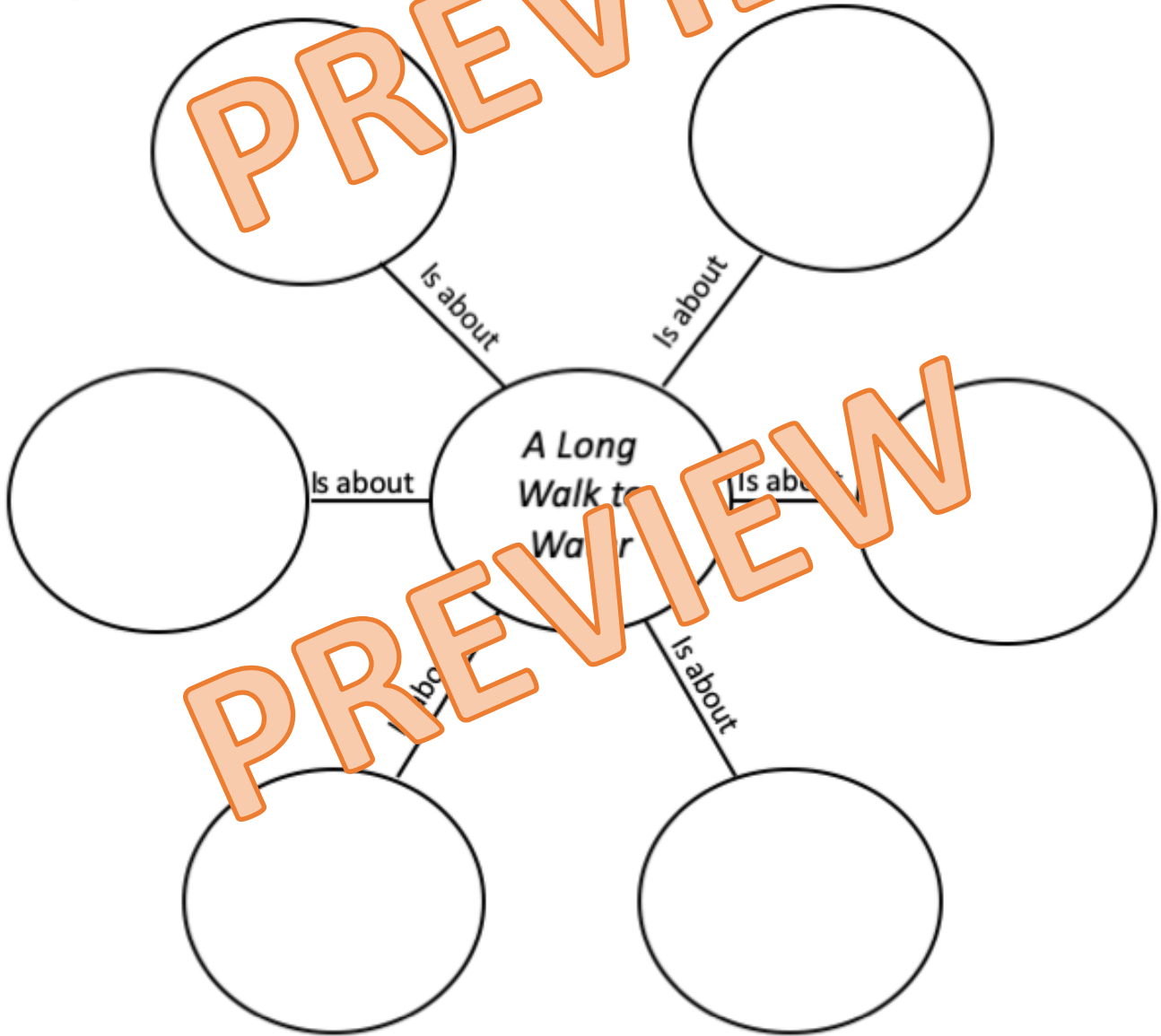
Denouement  
(Resolution):





# Let's Talk THEME

We define a THEME as the subject of a piece of literature, or an idea that recurs throughout a piece of literature. Most writing has more than one possible theme, such as survival or coming of age. There are a number of themes that you can find in *A Long Walk to Water*. In the idea web below, list those you feel are most important. Note if it is for only Nya, only Salva, or both.





# POWER WORDS

## WE WOULD ADD TO THE LIST

Complete the chart below by filling in words you found in Chapters 4 through 9 that you would add to the vocabulary list, adding each definition, and then use your word in a sentence of your own creation.


PREVIEW

PREVIEW

# THE POWER OF WORDS: MORE KEY VOCABULARY

Complete the chart below by filling in the definition and then using the word in a sentence of your own creation. Use a DICTIONARY!!

<b>Corpse</b> (noun) Pg 58		
<b>Ravaged</b> (verb) Pg 58		
<b>Refuge</b> (noun) Pg 59		
<b>Despair</b> (noun) Pg 72		
<b>Skittered</b> (verb) Pg 73		
<b>Surge</b> (noun) Pg 74		

PREVIEW

PREVIEW

# DIAGRAMMING THE PLOT: CONTINUING SALVA'S STORY

Climax: (have we reached it yet?)

Event 4

Event 3

Event 2

Event 1

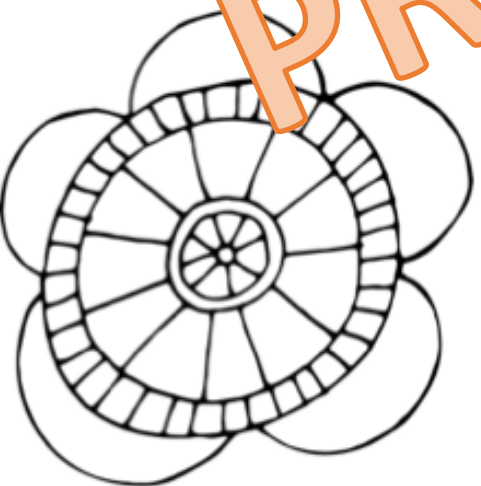
Fill in the Rising Action by selecting up to 4 events that take place in Salva's story that are highly significant so far.

Begin this diagram by putting the last rising action item from the first Salva diagram here:

List the different types of conflict (man vs. man, man vs. nature, etc.). Have there been any changes?

List possible THEMES for the story (1 to 5 words each that explain the message). Have there been any changes?

Denouement  
(Resolution):



# QUESTIONS TO CONSIDER: CHAPTER 12



A village in the Sudan got a new well! This is the first time the villagers have ever had “plumbing” or running water! How do you think this might affect life in this village? Make a list below with your partner. Say if the effects are positive or negative. Photo from <http://www.missyrobertson.com/pages/wfr-missions>

Positive effects of having a well

Negative effects of having a well

--	--

## A CALL TO ACTION

Salva Dut continues his work in South Sudan with his non-profit Water for South Sudan, Inc. Discuss with your class, and your school administration, the possibility of helping him help others. With your class, research this need, and see if you can come up with a plan. Use this page for notes. An alternative, you may find a place closer to home. There are many other places in the world that are also in need of clean drinking water!

PREVIEW

PREVIEW



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