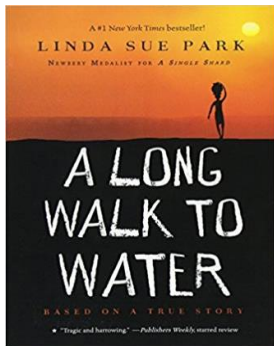


# How does culture, time and place affect Nya and Salva's identity?

*Today, we will be making meaning about the big idea of “how place affects a person’s identity and character.” We will also build our background knowledge about the historical context of our first novel A Long Walk to Water by Linda Sue Park.*

## Module 1, Unit 1, Lesson 5



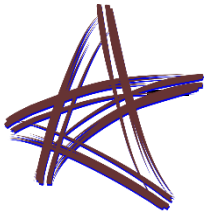
A-Day September 20, 2017  
B-Day September 21, 2017





# Do Now

Learning Target Tracker –



I can cite several pieces of ***text-based evidence*** to support ***my analysis*** of Nya and Salva's characters in chapter 4 of *ALWTW* by *LSP*.

- I can identify and make inferences about similarities and differences of the people in the Nuer and Dinka tribes of South Sudan after reading a non-fiction article.





# Do Now



Copy the priority learning target on your LT tracker.

***Take out your Evidence/Analysis (inference) graphic organizer from last class.***

***Be ready for some close reading!***

# **Class Agenda – September 20 & 21, 2017**

- Do-Now: LT Tracker & annotation of learning targets 5

- **Close reading of ALWTW Chapter 4 (excerpts)**

- Teacher review of CR focus: gisting sections and identifying evidence for how place influences Nya and Salva's identity and character
- Independent practice with teacher feedback

- **Close reading of non-fiction text (excerpt 1)**

**“Sudanese Tribes Confront Modern War” 15**

- Partner close read: specific close reading directions on text

- **Exit Ticket: chapter summaries for homework**

Before we read, let's talk about what we do when we read closely.

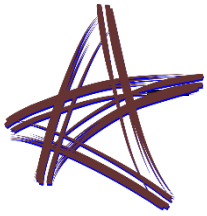
# Things Close Readers Do ...

- Get the *gist* – figure out what the text is mostly about
- Re-read
- ***Cite evidence***
- ***Use details from the text to make inferences***
- Use context clues to figure out word meanings
- ***Talk with others about the text***





## Learning Target Tracker –



I can cite several pieces of ***text-based evidence*** to support ***my analysis*** of Nya and Salva's characters in chapter 4 of *ALWTW* by *LSP*.

- I can identify and make inferences about similarities and differences of the people in the Nuer and Dinka tribes of South Sudan after reading a non-fiction article.



# As we close read, remember why you need to annotate your text for important information. It looks like this:

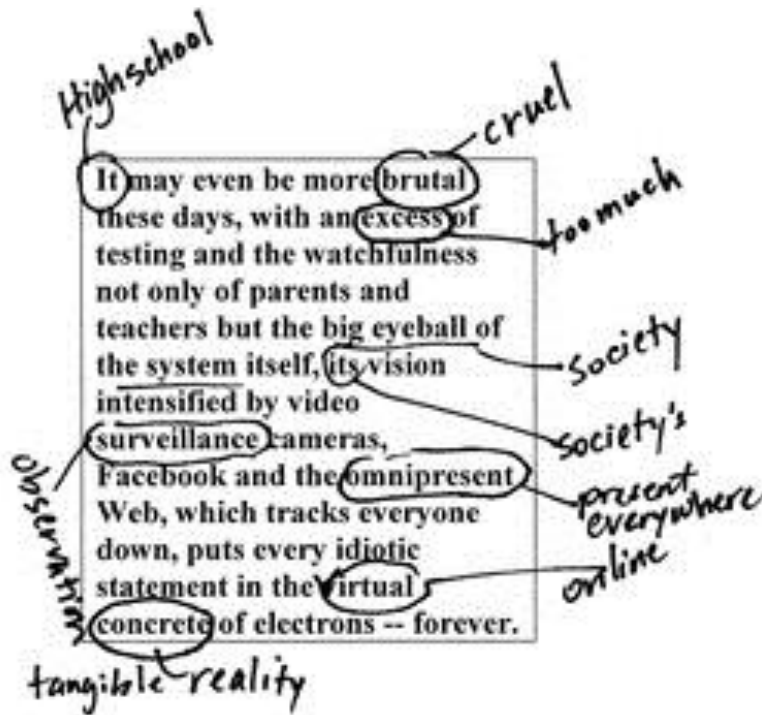


FIGURE 2. Annotation of "The Story of an Hour" by Kate Chopin

She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

There would be no one to live for her during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

And yet she had loved him—often. Often she had not. What did it matter! What could love, the unsolved mystery, count for in face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

"Free! Body and soul free!" she kept whispering.

Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission. "Louise, open the door! I beg; open the door—you will make yourself ill. What are you doing, Louise? For heaven's sake open the door."

"Go away. I am not making myself ill." No; she was drinking in a very elixir of life through that open window.

Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.

She arose at length and opened the door to her sister's importunities. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.

Some one was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry; at Richards' quick motion to screen him from the view of his wife.

But Richards was too late.

When the doctors came they said she had died of heart disease—of joy that kills. But chances are, after her realization of this new sort of "freedom"; she most likely wouldn't have been especially thrilled to see him.

\* "Often times she had not."

I think we're all guilty of this at times. Even our closest relatives, best of friends, and trustworthy companions will get on our nerves. Unfortunately, distaste and hate are facts of life. Opinions will differ, and actions will upset us. But ultimately, I find that forgiveness gets the better of me. ☺



**Close Reading and  
ANNOTATION  
should be used as a  
vehicle to help us  
analyze the text in  
multiple ways.**

**ANALYZE**  
TO DISCOVER OR  
REVEAL SOMETHING  
THROUGH CLOSE  
EXAMINATION

*"The photos were  
analyzed in order to determine  
where in the world they were taken."*



**Close Reading and ANNOTATION of excerpts of  
chapter 4  
Evidence – Analysis (Inference & Reasoning)  
GRAPHIC ORGANIZER!**




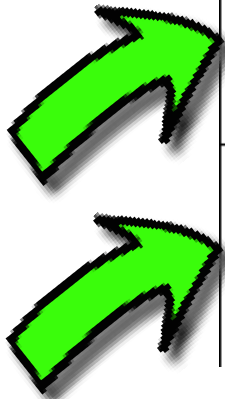
**&**



# Exit Ticket – Learning Target Tracker

At the beginning of each English class, we copy down the lesson's priority Learning Target. ***Then, at the end of each class, we self-assess, reflect and/or provide evidence of our progress on meeting the target after engaging in the class's learning activities.***

 <b>Learning Target</b> _____ _____			
<b>1 – I can't meet this target yet.</b>	<b>2 – I can meet some of the target, but I am still a little confused.</b>	<b>3 – I can meet this target.</b>	<b>4 – I can meet this target and help others meet it, too.</b>
<b>Evidence:</b> _____ _____			





# Exit Ticket – Learning Target Tracker

Reflect on the learning target and your progress toward mastering this learning target.



I can cite several pieces of ***text-based evidence*** to support ***my analysis*** of Nya and Salva's characters in chapter 4 of *ALWTW* by LSP.

# Homework

Read summaries for ALWTW chapters 2 and 3.  
Respond to the text-dependent question below.

**Due next class and will be a grade in English class!**

