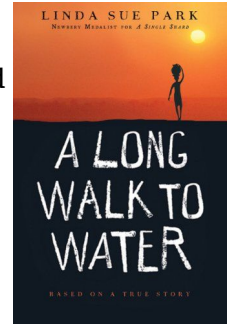


8th Grade Summer Reading

Part 1: Pre-Reading Sudan Multigenre Research Menu

This pre-reading research project will help students better understand the setting, culture, and historical context of their required reading book, *A Long Walk to Water*. Students will have choices in their research project by selecting **one** of four options from under each category: geography, culture, history, and current events. Such options are displayed in the Choice Board. Please see the rubric for requirements.



Part 2: Required Reading and Comprehension Packet

Please read the required text, *A Long Walk to Water*, and then answer the comprehension questions in the attached packet in complete sentences. Answers may be handwritten or typed. These questions will help prepare you for a **test** on the book at the start of the school year.

Part 3: Additional Reading/Summer Reading Project:

For some additional reading, please read **one** outside book of your choice (grade appropriate). After you finish reading your book, choose **one** of the following project options from the Choice Board. This project is **not** for *A Long Walk to Water*.

CHOICE BOARD		
<p style="text-align: center;"><u>Book in a Box</u></p> <p>Decorate a box to represent the book and fill it with objects that represent different parts of the book. You can use a shoebox or other similarly sized container. Decorate your box to go with the book. You can draw pictures or use pictures from magazines or the internet. Be sure to include the title and author of the book on the box as well as your name. Find at least 8 different objects. You can use pictures if the object you want to use is too big to fit inside your box. For each object, make a note card that includes the name of the object at the top and a paragraph about how the object is an important part of the book.</p>	<p style="text-align: center;"><u>Powerpoint</u></p> <p>Make a PowerPoint presentation about the book. Your presentation must include the following 7 slides with backgrounds, pictures, and transitions.</p> <ul style="list-style-type: none"> - Slide 1: Introduction with title and author of the book - Slide 2: Setting of the book (include description) - Slide 3: Main character (include description) - Slide 4: Supporting characters (include descriptions) - Slide 5: Summary of the plot - Slide 6: Your opinion of the book - Slide 7: Your fav. part of the book 	<p style="text-align: center;"><u>Collage</u></p> <p>Create a collage using pictures that represent important parts of the book. Use a large piece of poster board for your collage. Make sure the title and author of the book are displayed prominently on your collage. Include at least 15 pictures. You can use pictures from magazines, the internet, or draw images yourself. On a separate piece of paper, write a descriptive title for each picture and a sentence or two about why it was important to the book. For example, if you read one of the Harry Potter books, you could include a picture of a lightning bolt and write about why Harry has that mark on his forehead.</p>
<p style="text-align: center;"><u>Letter Exchange</u></p> <p>Write a series of letters between you and a character from the book. You will need to write 6 letters in total: 3 from you to the character in the book and 3 from the character back to you. Include a cover page with the title, author, and an illustration. Each letter should be about a page long. In your letters, ask the character questions that have to do with the character's life and the story. Have the character answer the questions in his or her letters back to you. Write about things that you find interesting and things that you and the character have in common.</p>	<p style="text-align: center;"><u>Timeline</u></p> <p>Use words and pictures to make a timeline of the important events in the book. Include at least 10 important events from the book. Each event should include a title that explains the event and a picture. Pictures may be drawn or printed. Your timeline should include dates if they are known. Include the title and author of the books above your timeline.</p>	<p style="text-align: center;"><u>Scrapbook</u></p> <p>Pretend you are the main character of the book. Make a scrapbook with items and pictures that are important to your life and to the story. Make your book at least 5 pages long. Include at least 20 items and/or pictures. For each item or picture, include a caption explaining what it is and why it is important. Decorate the front cover. Be sure to include the name of the main character. You can get pictures from magazines and the internet, or you can draw them, or take pictures with a camera and print them out.</p>

Possible choices for additional summer reading can be found on this website: <http://bit.ly/alscsummer2020>

All summer reading assignments will be due on the second day of school.

Part 1: Pre-Reading Sudan Multigenre Research Menu

<p style="text-align: center;">History</p> <p>(Pick one from this row)</p>	<p><i>Research the history of Sudan. Create a timeline with a minimum of 10 events that shows the most important events in the country's history from early times to present day.</i></p>	<p><i>Research the Lost Boys of Sudan. Write a minimum of four diary entries from the perspective of a Lost Boy, describing his journey and major events in his life.</i></p>	<p><i>Research the history of the civil war in Sudan. Create an infographic that presents important facts and statistics about the war in a visually appealing manner.</i></p>	<p><i>Create a set of at least 10 flashcards of the most important events, people, and terms for the Sudanese Civil War. Include the term on the front, the definition/information on the back, and a visual.</i></p>
<p style="text-align: center;">Geography</p> <p>(Pick one from this row)</p>	<p><i>Research the geographic features of Sudan and South Sudan. Write two descriptive poems (one for each country) that clearly describes the setting, environment, and geography of the country.</i></p>	<p><i>Research the geography of Sudan and South Sudan. Create a colorful drawing of the landscape of each country. Include geographic features, animals, and plant life in your drawing.</i></p>	<p><i>Research the geography of Sudan and South Sudan. Draw a map of the two countries, drawing, coloring, and labeling all important geographic features. Include a map key.</i></p>	<p><i>Research Sudan and South Sudan's most important geographic features. Create a set of 5 different post cards that each feature an important geographic landmark. Include a colorful image with an explanatory caption.</i></p>
<p style="text-align: center;">Culture</p> <p>(Pick one from this row)</p>	<p><i>Research the two main tribes in Sudan/South Sudan: the Dinka tribe and the Nuer tribe. Create a Venn Diagram or Double Bubble Thinking Map to compare and contrast the two tribes.</i></p>	<p><i>Research food items consumed by the people of Sudan/South Sudan as well as crops that are grown in the region. Create a menu for a restaurant featuring Sudanese food dishes with descriptions of each dish.</i></p>	<p><i>Research the Dinka and Nuer tribes' ritual of scarification. Write a 1/2 page informational essay about this cultural practice. Include a drawing of the practice to enhance your essay.</i></p>	<p><i>Research the culture (traditions, way of life, food, religion, etc.) of either the Dinka or the Nuer tribe. Create a travel brochure describing the highlights of this culture.</i></p>
<p style="text-align: center;">Current Events</p> <p>(Pick one from this row)</p>	<p><i>Go to any news website and conduct a search for Sudan/South Sudan Find a recent news article about the country. Read it, then write an objective summary of the article.</i></p>	<p><i>Research the conflict in the Darfur region of Sudan. Create a newspaper article about the conflict, with a headline, subtitles, and a relevant visual.</i></p>	<p><i>Research the water crisis in Sudan/South Sudan. Write a persuasive letter describing the problem and urging the public to donate to the cause.</i></p>	<p><i>Research famous people from Sudan/South Sudan. Write a brief biography for the person that most interests you. Include relevant information about his/her childhood and why he/she became well-known.</i></p>

**** Remember to include a bibliography of your sources (website links or book titles)**

Multigenre Research Menu Grading Rubric

* For Teacher Use Only *

	4 pts.	3 pts.	2 pts.	1 pt.
History	Student has thoroughly researched and clearly understood the given aspect of Sudan's history. Knowledge of this history is clearly evidenced in the product. Product is very thorough, neat, and well-designed/well-written. Product shows exceptional effort.	Student has sufficiently researched and understood the given aspect of Sudan's history. Knowledge of this history is sufficiently evidenced in the product. Product is thorough, neat, and well-designed/well-written. Product shows adequate effort.	Student has somewhat researched and understood the given aspect of Sudan's history. Knowledge of this history is somewhat evidenced in the product. Product is fairly neat, though it may not be well-designed/well-written or thorough. Product shows insufficient effort.	Student has insufficiently researched and understood the given aspect of Sudan's history. Knowledge of this history is not evidenced in the product. Product is incomplete, not neat, and not well-designed/well-written. Product shows minimal effort.
Geography	Student has thoroughly researched and clearly understood the geography of Sudan/South Sudan. Knowledge of this geography is clearly evidenced in the product. Product is very thorough, neat, and well-designed/well-written. Product shows exceptional effort.	Student has sufficiently researched and understood the geography of Sudan/South Sudan. Knowledge of this geography is sufficiently evidenced in the product. Product is thorough, neat, and well-designed/well-written. Product shows adequate effort.	Student has somewhat researched and understood the geography of Sudan/South Sudan. Knowledge of this geography is somewhat evidenced in the product. Product is fairly neat, though it may not be well-designed/well-written or thorough. Product shows insufficient effort.	Student has insufficiently researched and understood the geography of Sudan/South Sudan. Knowledge of this geography is not evidenced in the product. Product is incomplete, not neat, and not well-designed/well-written. Product shows minimal effort.
Culture	Student has thoroughly researched and clearly understood the culture of the people of Sudan/South Sudan. Knowledge of this is clearly evidenced in the product. Product is very thorough, neat, and well-designed/well-written. Product shows exceptional effort.	Student has sufficiently researched and understood the culture of the people of Sudan/South Sudan. Knowledge of this is sufficiently evidenced in the product. Product is thorough, neat, and well-designed/well-written. Product shows adequate effort.	Student has somewhat researched and understood the culture of the people of Sudan/South Sudan. Knowledge of this is somewhat evidenced in the product. Product is fairly neat, though it may not be well-designed/well-written or thorough. Product shows insufficient effort.	Student has insufficiently researched and understood the culture of the people of Sudan/South Sudan. Knowledge of this is not evidenced in the product. Product is incomplete, not neat, and not well-designed/well-written. Product shows minimal effort.
Current Events	Student has thoroughly researched and clearly understood a current event happening in Sudan/South Sudan. Knowledge of this is clearly evidenced in the product. Product is very thorough, neat, and well-designed/well-written. Product shows exceptional effort.	Student has sufficiently researched and understood a current event happening in Sudan/South Sudan. Knowledge of this is sufficiently evidenced in the product. Product is thorough, neat, and well-designed/well-written. Product shows adequate effort.	Student has somewhat researched and understood a current event happening in Sudan/South Sudan. Knowledge of this is somewhat evidenced in the product. Product is fairly neat, though it may not be well-designed/well-written or thorough. Product shows insufficient effort.	Student has insufficiently researched and understood a current event happening in Sudan/South Sudan. Knowledge of this is not evidenced in the product. Product is incomplete, not neat, and not well-designed/well-written. Product shows minimal effort.
Bibliography	Bibliography documents all sources in proper format. There are no mistakes evident.	Bibliography documents all sources in proper format. There are few mistakes evident.	Bibliography documents all sources in mostly proper format. There are some mistakes evident.	Bibliography documents some sources in improper format. There are significant mistakes evident.

Name: _____

A Long Walk to Water

By: Linda Sue Park

Chapter 1

1. What kind of student is Salva? Support your answer with evidence from the text.

2. What social class do you infer Salva's family belongs to? Are they rich or poor? Support your answer with evidence from the text.

3. Describe the setting of the story. Give specific details from the story.

Chapter 2

1. When given the choice between the line of men and the line of children, Salva chooses the men's line even though he is only eleven years old. What does this say about Salva?

2. What is the mood of this chapter? Cite details from the text that support this mood.

Chapter 3

1. Why do you think the author chose to include two different storylines (Nya's and Salva's) in one book? What is the purpose for this?

2. Describe how Salva treats the older woman he comes across. What does this tell us about Dinka culture?

3. Why would the rebel soldiers ignore an old woman travelling alone? Why would it be more dangerous for her to travel with Salva? Explain.

Chapter 4

1. Nya has to walk nearly half a day to find water. What can you infer about the place she lives? Why do you think she does this?

2. Whose struggles do you feel is worse – Salva's or Nya's? Why? Explain your answer.

3. Explain what happened when the woman in the group reaches out and touches the man's arm, and he changes his mind about letting Salva go with them. Why does he change his mind? What does this tell us about the tribe's culture?

Chapter 5

1. Why do you think the Dinka and Nuer have such a long history of fighting when they face such similar challenges?

2. In this chapter, Salva meets a boy from his tribe but with a different accent who must be from an area not near Salva's village. What does this tell you about the spread of the war?

Chapter 6

1. What is one theme you are seeing emerge in the novel so far? Explain your answer.

2. Describe the character of Uncle, citing evidence from the text.

3. What do you infer happened to Marial? What is the evidence?

Chapter 7

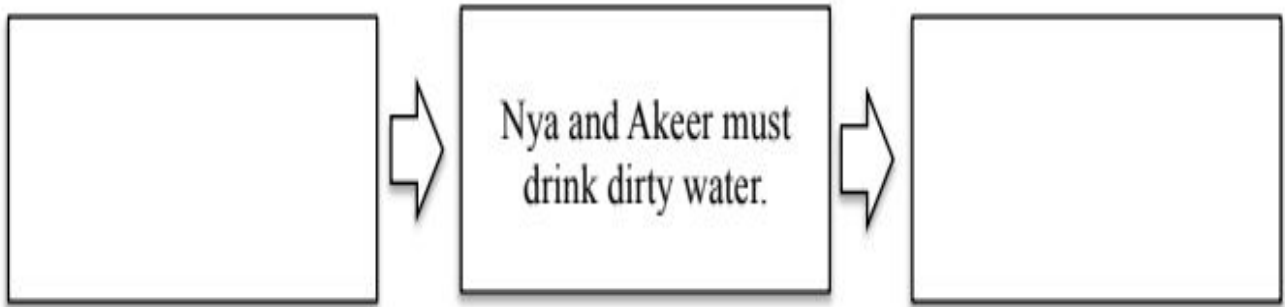
1. What do you think has made Akeer and so many others in Nya's tribe sick? Explain why you think that.

2. How has Marial's disappearance changed Salva? Compare and contrast Salva before and after this event.

3. What do you think the Nile River could symbolize? Explain your answer.

Chapter 8

1. Complete the cause and effect graphic organizer below. Write one cause of Nya and Akeer drinking dirty water, and one effect.



2. Why do you think the fisherman do not share their food with the refugees? Explain your answer.

3. Predict: What do you think will happen to the group in the Akobo Desert? Why do you think that?

Chapter 9

1. For what purpose do you think the visitors came to Nya's village? What do you predict will happen with the visitors?

2. What does water symbolize in this chapter? Explain your answer.

3. Why does the woman give the dying men water, even when she knows it will not help and that it will hurt her own chances of survival? What does this say about her character?

Chapter 10

1. How do you think the visitors will find water in the spot between the trees when Nya has never seen any water there before?

2. Salva wonders to himself if he would have given water to the dying men if he were older. Based on what you know about his character, what do you think he would have done? Explain your answer.

3. Why did the strangers rob the group and shoot Uncle? What do you think was their purpose for doing this?

Chapter 11

1. Why does Salva feel stronger, bolder, and able to go on after his uncle's death?

2. Compare and contrast Salva's reaction to Marial's death to his reaction to his uncle's death.

3. How does Salva's interactions with the group change after Uncle's death? Why?

Chapter 12

1. How does Salva change and grow as a character in this chapter? What causes this change to happen?

2. What is the mood at the end of the chapter? Cite words and phrases from the text that support this mood.

3. What do you predict will happen at the Gilo River? Explain.

Chapter 13

1. What does water symbolize to Nya in this chapter? What does water symbolize to Salva? Compare and contrast the differences in the symbolic meaning of water throughout the chapter.

2. Salva faced many dangers in this chapter. Of them all, which do you consider to be the most dangerous? Explain your answer.

3. Describe Salva's character in the second half of this chapter. What character trait would you use to describe him now? Explain your answer.

Chapter 14

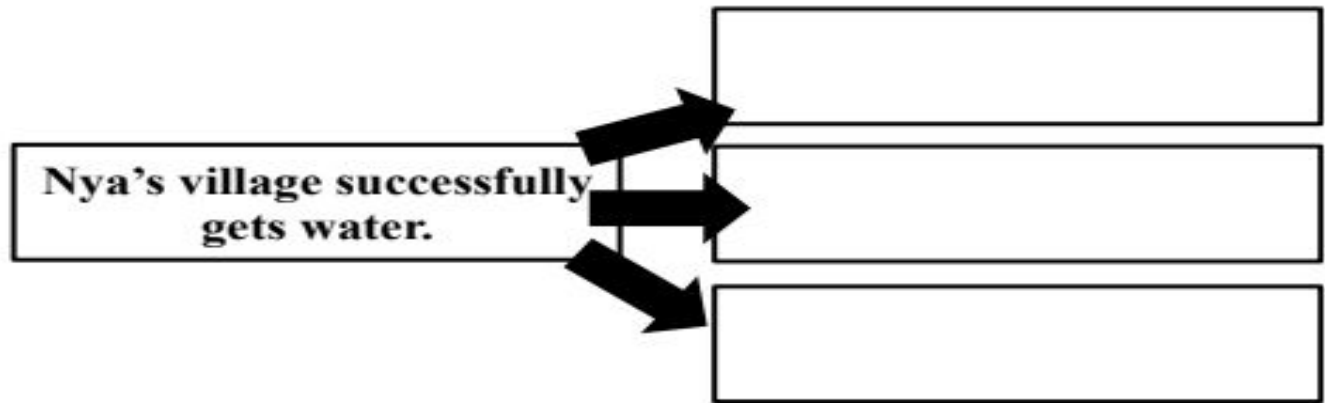
1. How do you think the visitors will fix the brown, muddy water at Nya's village? Explain your prediction.

2. In the space below, draw a sketch/picture of the Kakuma refugee camp. Make sure it accurately illustrates the setting.

3. Does Salva feel hopeful in this chapter? Why or why not? Compare Salva's hope in this chapter to his hope on the journey to the camps.

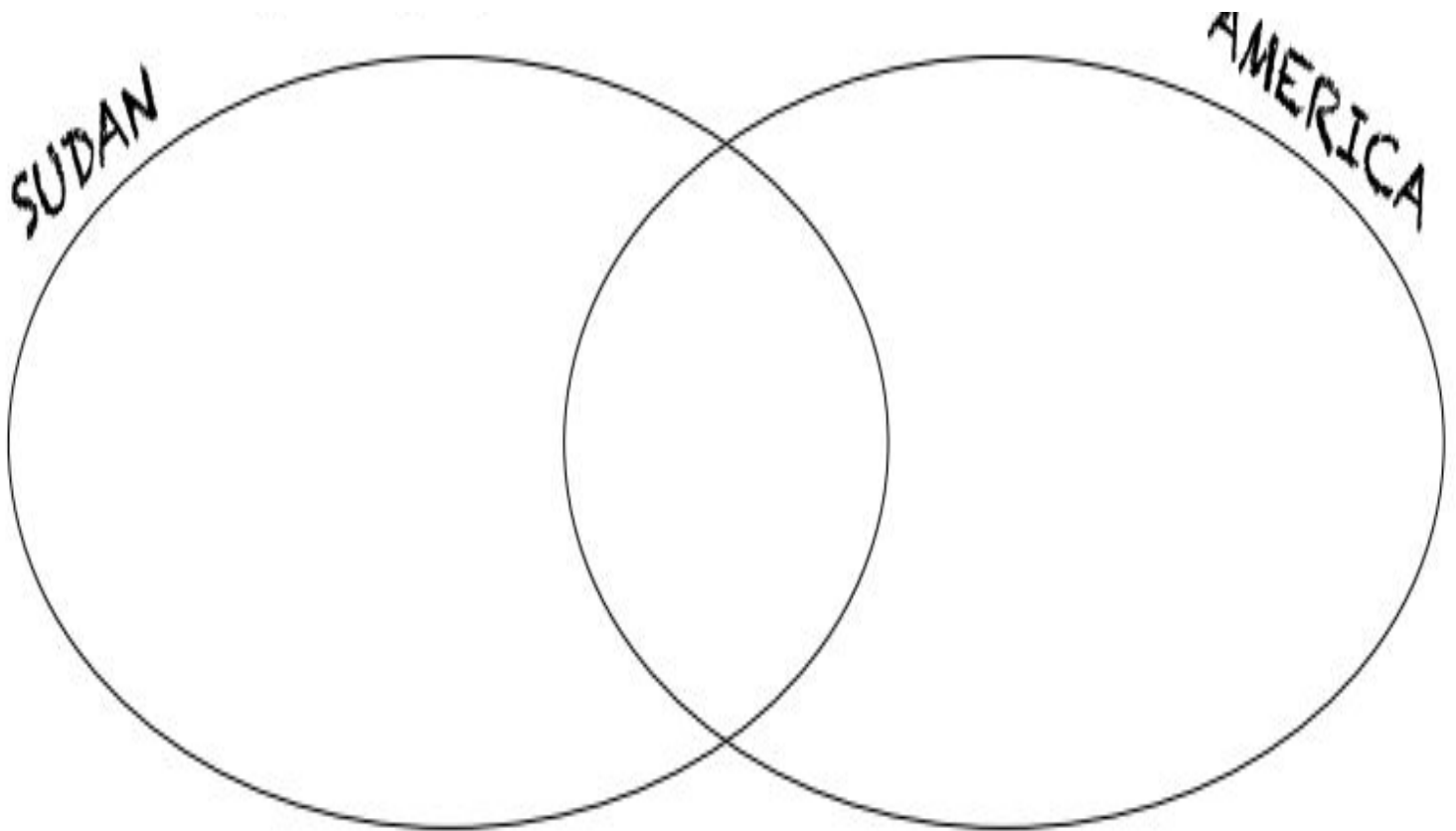
Chapter 15

1. In the cause and effect map below, think of three effects that will occur when Nya's village finally gets water.



Chapter 16

1. In the Venn Diagram below, compare and contrast Sudan and America.



2. Why is it so difficult for Salva to return to Africa to see his father? Explain, citing evidence from the text.

Chapter 17

1. Choose one character trait to describe Salva in this chapter. Cite two pieces of evidence to support your answer.

2. What do you predict Salva's project for South Sudan will be?

3. How do you infer Salva feels about speaking in front of an audience? Cite two pieces of evidence from the text that supports this.

My Rating of this Book:



How many stars would you give this book? Color in the stars above and write 6 complete sentences below explaining your rating.

I would rate this book _____ stars because
