

Name _____

Class _____

Module 1, Unit 3: Two-Voice Poem



Task: We have read a novel about South Sudan and some articles with factual information about the country, its peoples, and the Second Sudanese Civil War. Now you will have a chance to share what you have learned by writing a research-based two voice poem spoken by Nya and Salva that expresses your ideas about how these characters survived in challenging environments. In your poem you will be using details and quotes from *A Long Walk to Water* and the articles about Sudan.

Learning Targets:

1. I can analyze how an author develops and contrasts the points of view of characters and narrators in a literary text
2. I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense
3. I can cite several pieces of text-based evidence to support an analysis of informational text
4. I can compare and contrast a fictional and historical account of a time, place, or character
5. With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed

6. I can produce clear and coherent writing that is appropriate to task, purpose, and audience
7. I can select evidence from literary or informational texts to support analysis, reflection, and research
8. I can use correct capitalization, punctuation, and spelling to send a clear message to my reader
9. I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation)
10. I can use correct grammar and usage when writing or speaking

Model Two Voice Poem: “I Would Do Anything”

Uncle Jewiir	Both	Nya’s Uncle
Life challenges us...		...here in Sudan
		“Every year when the rains stopped and the pond near the village dried up,”(26)
	My people were forced to leave our village...	
...running for their lives.		...to find water.
“More than 4 million people were forced to flee their homes” (“Time Trip: Sudan’s Civil War”).		
	For my family, I would do anything.	
“You only need to walk as far as those bushes, Salva.”(53)		
	I will take opportunities...	
		“...to create a future that might be different:”(Water for Sudan)
		a well,

a refugee camp,		a school.
	Tomorrow will be better than today...	
...for Salva.		... for Nya.

Works cited

Put a checkmark next to any sources you use in your poem.

___ Buckley, Stephen. "Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps," in *Washington Post*, August 24, 1997, A1.

___ "Life and Death in Darfur: Sudan's Refugee Crisis Continues," *Current Events*, April 7, 2006, 2.
(Time Trip: Sudan's Civil War)

___ Park, Linda Sue. *A Long Walk to Water*. Boston: Sandpiper by Houghton Mifflin Harcourt, 2010.

___ Vick, Karl. "Sudanese Tribes Confront Modern War." *Washington Post Foreign Service* 7 Jul. 1999, A1.

___ Water for South Sudan website, waterforsouthsudan.org.

Criteria for strong poems:

- Your poem explains at least one way that Salva and Nya survived in a challenging environment.
- Your poem includes lines spoken by Nya and Salva: specific lines spoken separately by each character, plus lines spoken by both characters together.

- In addition to lines you think the characters might say, your poem includes specific textual evidence from A Long Walk to Water. (Include at least 2 quotes- 1 for Nya, 1 for Salva.)
- Your poem will also include at least 1 quote and details based on the informational articles you read that show how Salva's and Nya's story connects to the larger context.
- You must organize your poem so it clearly expresses your view of the characters and their situations.
- You must pay attention to mechanics appropriate to your poem (quotation marks, spelling).
- You must include citations for the quotes you use (page number, article title).

Reviewing

*Reread the
You will also need
paragraphs
to answer the*



Juxtaposition

*following passages.
to refer to the
around these passages
questions.*

p. 104

Nya went back and picked up the plastic can. She felt as if she were flying. School! She would learn to read and write!

p. 105

Salva waited. Mawien Dut stared for a long moment. Then he cried out, “Salva! My son, my son!”

His body shaking with sobs of joy, he reached up to hug Salva tightly. . . .

“And . . . and my mother?” Salva asked, barely daring to hope.

His father smiled. “She is back in the village.”

Salva wanted to laugh and cry at the same time.

1. These two passages juxtapose Salva and Nya. What does juxtapose mean?

2. What is one *similarity* between Salva and Nya in these two scenes?

- a. They both feel abandoned.
- b. Something they barely dared to hope for is happening.
- c. They are both in the villages in which they grew up.
- d. They are both children.

3. What is one *contrast* between Salva and Nya in these two scenes?

- a. Nya is in Sudan, and Salva is in New York.
- b. They both feel great joy.
- c. Both scenes take place in the same year.
- d. Nya's family is together and Salva's family has been separated.

4. What theme about survival does Park convey by juxtaposing these two scenes? Circle your choice and explain your answer.

- a. Family helps people survive.
 - b. Even after years of difficulty, life can suddenly get better.
 - c. Reading and writing helps you survive.
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-
-
-
-
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Theme

The central message

- What the author wants you to learn or know.
- A broad idea about life.
- Usually not stated. Must be inferred.



Juxtaposition Practice

Reread chapter 13 in A Long Walk to Water.

1. How does the juxtaposition in this chapter help you compare Salva as a boy with Salva as an adult?
2. What does this comparison suggest about what allowed him to survive?
3. Why does Park use two characters to convey her messages about survival in Sudan, and not just one?

Unexpected Links

A Suburban Girl

Both

A Refugee Girl

When I had my own room.
The mother tore my
The Brothers poster
I lost my mood ring.
Sometimes, I hang a sheet over
The couch and table to make
A private place,

a dark, green tent

is our world.
Seven of us inside, but we all fit
because we have only
woven mats on the dirt floor and
the tattered clothes we wear and
the
possibility of

sun filtering in

s me

every morning,

I ignore my cavernous stomach.
When the whirr of helicopter
blades
announces food,
I scramble out
to be first in the cloudy line
for sorghum,
which we resell for
small amounts of real food.
That is what I do

When I am hungry

When I reach the refrigerator
Mom yells at me

up wasting
ricity. I quick pick
g cheese and apple juice
y snack. I grab
um crackers and juice for

my little sister

was hurt yesterday
by men who thundered into
our camp on horseback,
men who pointed fire at us all
and I wish my father were here
but we had to leave him behind
and I do not know if he is all right

I miss my father

he is out of town
g hospital machines
ad of home with us
e says
lucky to have a job
n he comes home,
ways brings me

a toy

Can be anything
We stuffed a sorghum sack
with old newspapers
and played soccer
for three hours yesterday
while our mothers listened
for hoofbeats in the distance
or metal birds in the sky
and we pretended
not to be scared and

tried to concentrate on

right now

room is
g as she watches
ews on t.v.
ren, she says,
ve

Freedom

from fear

Hope

future

Peace in our world

“Unexpected Links” Discussion Questions

Use the poem, “Unexpected Links,” to answer the questions. Use specific details from the text as you answer the questions.

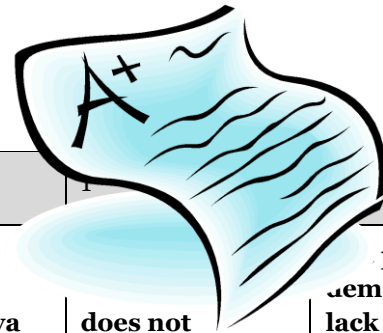
1. What are the “two voices” in this poem? What two points of view do they represent?

2. How does the author compare and contrast these two points of view? What do they have in common? How do they differ?

3. What is the message (THEME) about the experiences of the two girls the author is trying to communicate in this poem?

4. How does comparing the two voices help the poet communicate this theme?

Two Voice Poem Rubric



	4	3	2	1	0
Content and Analysis	The poem compares Nya and Salva's experiences and uses evidence to enhance the meaning. The comparison is insightful.	The poem compares Nya and Salva's experiences using evidence.	The poem generally compares Nya and Salva and it makes sense.	does not logically follow from the informational texts or <i>A Long Walk to Water</i> .	The poem demonstrates a lack of comprehension of the informational texts or <i>A Long Walk to Water</i> .
Command of Evidence	Ideas are developed with well-chosen evidence and quotes from both texts.	Ideas are developed with relevant evidence and quotes from the texts.	Some evidence and quotes from the texts help compare Salva and Nya.	Attempts to use evidence and quotes, but they are generally irrelevant.	There are no quotes or evidence from the texts.
Cohesion, Organization and Style	Organization creates a unified poem that enhances meaning. The style and language of the poem develops a sense of voice.	The poem has a beginning, middle and end that connect to each other. The style and language of the poem are appropriate.	The poem has a beginning, middle and end, but there is no clear connection between sections.	Organization of the poem does not support the main idea or the comparison of Salva and Nya.	The poem has no evidence of organization.

Control of Conventions	Use of capitalization and spelling is grade-appropriate with few errors. Works Cited	Occasional capitalization and spelling errors do not hinder comprehension. Works Cited	Some capitalization and spelling errors may hinder comprehension. Works Cited	Frequent capitalization and spelling errors hinder comprehension. There is a Works Cited	Capitalization and spelling errors prevent the reader from understanding the poem. There is no Works Cited
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	section is written properly.	section contains few errors.	page contains some errors.	page contains many errors.	page.
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Poem Planner

Poem Theme/Big Idea: _____

Salva says this alone	Both say this	Nya says this alone

Poem Planner Extra Space (not required)

Salva says this alone	Both say this	Nya says this alone

Peer Critique

Use the following row from the rubric to help you with your critique.

	4	3	2	1	0
Command of Evidence	The main idea of the poem and the comparison of Salva and Nya are developed with well-chosen evidence and quotes from the texts.	The main idea of the poem and the comparison of Salva and Nya are developed with relevant evidence and quotes from the texts.	Some evidence and quotes from the texts help compare Salva and Nya and partially develop the main idea of the poem.	There is an attempt to use evidence and quotes from the texts, but they don't seem to fit.	There are no quotes or evidence from the texts or they are completely irrelevant to the topic of the poem.

Fill in the following chart to record ideas from your peer critique.

Date:	Partner:			
Focus of critique: Use of evidence in my Two Voice Poem				
My partner liked...				
My partner suggested...				
If this were my final draft, my partner thinks I would have earned a (circle one)				
4	3	2	1	0
My next step(s)...				

