

## PROHUMAN CURRICULUM - GRADE 7

### OVERVIEW OF UNITS:

Unit 1	September	Optimism
Unit 2	October	Grit
Unit 3	November	Gratitude
Unit 4	December	Curiosity
Unit 5	January	Courage
Unit 6	February	Compassion
Unit 7	March	Fairness
Unit 8	April	Understanding
Unit 9	May	Humanity

## UNIT 1: OPTIMISM

### LESSON 1: LEARNING OPTIMISM FROM LITERATURE

#### SUMMARY:

The Prohuman Grade 7 curriculum is aligned to two sets of standards: [Common Core State Standards for English Language Arts](#) and [Character and Social Emotional Development \(CSED\) National Guidelines](#). The full collection of units introduces all nine of the prohuman character strengths: optimism, grit, gratitude, curiosity, courage, compassion, fairness, understanding, and humanity.

In Unit 1, Lesson 1, “Learning Optimism from Literature,” students will learn examples of optimism from a contemporary work of young adult literature, [A Long Walk to Water](#) by Linda Sue Park. Students will develop their critical thinking and writing skills by answering questions about the text. Additionally, students will advance their academic dialogue skills by discussing the book with classmates.

### **SUGGESTED TIME:**

- 1 class period to introduce the text; 1 class period to discuss the text; if desired, additional class periods can be devoted to in-class silent reading of the text
- [\*A Long Walk to Water\*](#) by Linda Sue Park is 120 pages. It contains 18 chapters; a message from the subject of the book, Salva Dut; and an author's note.
- The suggested reading assignment is 2 chapters per day for either in-class silent reading or homework.
- With this schedule, students will complete the book in 10 in-class reading sessions or 10 homework sessions.
- Students should complete the short-answer questions on the worksheet as they read the book.
- Allow at least 50 minutes for in-class discussion of the short-answer questions on the worksheet.

**RELATED SUBJECT:** English Language Arts

### **LEARNING OUTCOMES:**

- Read a contemporary work of young adult literature
- Identify and analyze the book's genre, point of view, characters, setting, and plot
- Identify and analyze the book's central ideas
- Write answers to questions about the book, demonstrating understanding of standard English sentence structure and grammar
- Engage effectively in collaborative discussions about the book

### **REQUIRED MATERIALS:**

- Video: [Founder's Story](#) by [Water for South Sudan](#) (~4 min)
- Video: [The War in Sudan, Explained](#) by [The Economist](#) (~4 min)
- Website: [Story Map of Salva Dut's Journey](#) by [ArcGIS StoryMaps](#)
- Website: [Water for South Sudan: Iron Giraffe Challenge](#)
- Book: [\*A Long Walk to Water\*](#) by Linda Sue Park
- Prohuman Grade 7 Unit 1 Worksheet 1: Learning Optimism from Literature

**ELA COMMON CORE STANDARDS MET**

CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓
CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	✓
CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	✓
CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	✓
CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓
CCSS.ELA-Literacy.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓
CCSS.ELA-Literacy.SL.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓

CCSS.ELA-Literacy.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	✓
CCSS.ELA-Literacy.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	✓
CCSS.ELA-Literacy.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.	✓
CCSS.ELA-Literacy.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✓
CCSS.ELA-Literacy.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓

## CHARACTER AND SOCIAL EMOTIONAL (CSED) NATIONAL STANDARDS MET

Performance Character A6	Describe a role model who demonstrates a positive attitude, effort, and grit	✓
Social-Awareness A1	Experience and demonstrate empathy	✓
Social-Awareness A3	Demonstrate respect for other people's opinions and perspectives	✓
Social-Awareness A4	Analyze the impact of stereotyping, discrimination, and prejudice (at school, in the community and beyond)	✓
Social-Awareness A5	Practice "perspective taking" as a strategy to strengthen your acceptance of others	✓

Social-Awareness A6	Demonstrate awareness and understanding that despite differences, all people have similar needs, feelings and wants	✓
Responsible and Ethical Decision-Making A3	Write about and share a principle you want to live by that you learned from a family member, book, movie, or personal experience	✓

## LESSON PROCEDURE

### Step 1:

- Introduce the novel, [A Long Walk to Water](#) by Linda Sue Park. Explain that this novel is set in Sudan. Show the students the location of Sudan on a map.
- Explain that Sudan used to be one country, but it went through two civil wars, the first from 1955–72 and the second from 1983–2005. Both wars were fought between the central government and the southern regions of Sudan.
- In 2011, South Sudan became an independent state, following 98.8% support for independence in a referendum, which is a general vote by the electorate on a single political question that has been referred to them for a direct decision.
- Explain that the novel follows the story of a real person, Salva Dut, who was 11 in 1985 during the second Sudanese Civil War. The book also interweaves the story of another eleven-year-old, a girl named Nya, from the year 2008, who had to get water from a pond that is two hours' walk from her home.

### Step 2:

- Explain that this video briefly explains the story of Salva Dut: [Founder's Story](#) by [Water for South Sudan](#) (~4 min)
- Explain that there is also a website called a story map that traces Salva's journey. Show the website: [Story Map of Salva Dut's Journey](#) by [ArcGIS StoryMaps](#)

### Step 3:

- Explain that, unfortunately, armed conflict in Sudan continues to this day. Play the video: [The War in Sudan, Explained](#) by [The Economist](#) (~4 min)

**Step 4:**

- Explain that there is an opportunity to help the people of Sudan. Play the video: [Water for South Sudan: Iron Giraffe Challenge](#)

**Step 5:**

- Have students complete the book, [A Long Walk to Water](#) by Linda Sue Park, either through multiple in-class silent reading sessions or as homework. Students should complete the short-answer questions on the [worksheet](#) as they read the book.

**Step 6:**

- After students have completed the book and short answer questions, allow at least 50 minutes for in-class discussion of the short-answer questions on the worksheet.

**EXTENSION ACTIVITY: Participate in the [Iron Giraffe Challenge](#)**

- 11 years ago, Salva Dut began the Iron Giraffe Challenge to help raise funds toward the purchase of a new drilling rig, or “Iron Giraffe” as villagers call it in the book *A Long Walk to Water*.
- Since 2014, more than 2,027 schools from across the United States and 38 countries have raised \$3.4 million total.
- The Iron Giraffe Challenge calls on schools to each raise a minimum of \$1,000. All participating schools will be recognized, and all who complete the Challenge will be entered into a drawing to win a visit from Salva Dut.

## GRADE 7 UNIT 1 WORKSHEET 1: LEARNING OPTIMISM FROM LITERATURE

### ***Vocabulary***

**Sudan:** Sudan is a large country in Africa. For many years it was divided into northern and southern regions. Different groups of people lived in the two regions. Fighting between the two groups led to a long civil war. In 2005, however, the fighting stopped. The peace agreement led to an official split between the two parts of Sudan in 2011. The new country of South Sudan came into being in July of that year. In the early 21st century another area of conflict was the region called Darfur, in western Sudan. Armed groups called militias killed tens of thousands of people and forced many others to leave. Sudan's government supported the militias. (Source: [Britannica Kids](#))

As you read the book, [A Long Walk to Water](#) by Linda Sue Park, look at this website to help you understand his journey: [Story Map of Salva Dut's Journey](#) by [ArcGIS StoryMaps](#)

QUESTIONS TO ANSWER WHILE READING [A Long Walk to Water](#) by Linda Sue Park:

- 1.) How is this novel structured and why do you think the author chose this structure to tell the story?
- 2.) Who is the protagonist of this story, where does he live, what tribe is he from, and how would you describe his culture in terms of language, gender roles, and work?
- 3.) What is the major conflict in this novel, and how does Salva describe it?
- 4.) Where does Salva go in Ethiopia, and what are some of the tragedies he experiences on his journey?
- 5.) When Salva is leaving the Itang refugee camp in Ethiopia to go to Kenya, how does he show optimism to help his group of boys make it safely to Kenya?

- 6.) What was the name given to Salva and the group of boys from Sudan? Why were they given this name?
- 7.) Where does Salva go after Kenya and what does he want to do to help Sudan?
- 8.) Fortunately, Salva is reunited with his father. What illness did Salva's father have and what caused it?
- 9.) What was Salva's project and how did it help Nya and her community?
- 10.) At the end of the book, what does Salva Dut say about hope and perseverance?
- 11.) What is a principle about optimism you learned from Salva Dut that you would like to live by?

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