Directions: For this assessment, reread the text below, then follow the directions about how to show your thinking. The underlined sentences are referred to specifically in the assessment.

Water for Sudan: What We Do
http://waterforsudan.org/empowering-villages/

South Sudan is not as well-known as Sudan’s Darfur region but its people have much in common with their fellow Sudanese in that region: a harsh desert climate, a war-ravaged environment, and lack of safe, drinkable water. Before South Sudan gained independence in 2011, both were part of Africa’s largest country, and The Republic of South Sudan is now one of the world’s poorest.

As of May 2012, Water for South Sudan has drilled 137 borehole wells in South Sudan, bringing clean, safe water to tens of thousands of people in remote villages. A single well may serve several thousand people.

People in the villages where Water for South Sudan operates become partners in the process of making safe, drinkable water available there.

Villagers provide free, “sweat equity” labor, from unloading trucks and carrying supplies to lugging heavy bags of rocks then pounding them into needed gravel.

Village elders help determine a well’s location and appoint one of their people to maintain the completed well and its pump. The Water for South Sudan team trains that well manager and provides spare parts.

The result is a village renewed by its own efforts with increased confidence that its people can continue to transform their own lives.
1. How did Park use information about Water for Sudan in her book?

**Directions:** Fill out the chart below. The first row has been completed for you as an example.

<table>
<thead>
<tr>
<th>Excerpts from the text “Water for Sudan”</th>
<th>How the author of <em>A Long Walk to Water</em> shows this in Nya’s story</th>
</tr>
</thead>
<tbody>
<tr>
<td>A single well may serve several thousand people.</td>
<td>(18) When the well is opened, Nya explains that no one was to be turned away and that people from miles around, as well as people from her village, would use the well. As a result, the well would serve many more people than just the ones who lived in Nya’s village.</td>
</tr>
<tr>
<td>People in the villages where <em>Water for South Sudan</em> operates become partners in the process of making safe, drinkable water available there.</td>
<td>(10, 12)</td>
</tr>
<tr>
<td>The result is a village renewed by its own efforts with increased confidence that its people can continue to transform their own lives.</td>
<td>(17, 18)</td>
</tr>
</tbody>
</table>
II. How did Park elaborate on historical facts in her novel?

**Directions:** Reread Chapter 18 (Nya’s Story), which tells about the opening of the well. What are two details in this chapter that show how Park added to the historical facts? Why does she include these details? What do they help the reader understand? Show your thinking in the chart below. The first row is already done as an example.

<table>
<thead>
<tr>
<th>Details from Chapter 18 about the opening of the well that are NOT in text from waterforsouthsudan.org?</th>
<th>Why does the author include this detail? What does it help the reader understand?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The well includes a gravel foundation and a pump and is made using concrete. To get water out of the well, people moved a handle up and down.</td>
<td>Park includes this because it helps the readers to better understand what Nya saw that day and what it was like for her to use the well. A description of Nya operating the well makes it easier for readers to imagine the well than simply writing that the well was there and had a pump handle.</td>
</tr>
</tbody>
</table>
III. How did Park add to the historical facts in her novel?

Nya is not a historical character; Park created her. In a book otherwise based so closely on facts, why did Park add to history in this way? What does Nya’s story help the reader understand?
In this assignment, you will rewrite the sentences from *A Long Walk to Water* in your own words. Make sure that your rewritten sentence correctly explains the underlined words. All of these words are in your Reader’s Notes.

The page number after each sentence indicates the page in the book where you can find the sentence, and you may find it helpful to read the whole paragraph to make sure you understand exactly what the sentence means.

**Example:**
Salva shook with *terror* inside and out. (40)
*Salva was very scared.*

4. Kakuma has been a dreadful place, *isolated* in the middle of a dry, windy desert. (84)

5. The first several weeks of Salva’s new life were so *bewildering* that he was grateful for his studies. (98)

6. The clinic where his father was recovering was in a *remote* part of southern Sudan. (100)