

## A Long Walk to Water Homeroom Discussion

- All Year 1 (6<sup>th</sup> grade) students will read *A Long Walk to Water* by Linda Sue Park and be prepared to discuss the book in homeroom during the first week of school.
  - Additionally, students should complete the learner profile graphic organizer. Please print this chart (or create a similar one on your own paper) and bring to class for discussion.

**Name:** \_\_\_\_\_

**Homeroom Teacher:** \_\_\_\_\_

**DIRECTIONS:** As you read *A Long Walk to Water*, think about each character you encounter and the character traits he/she displays. Check the box OR boxes you think apply to each character.

- The two main characters have been listed on the chart for you, but you should add any other character you encounter that you feel possesses one or more of the listed traits.
- Be prepared to cite passages from the novel to support your opinions of these characters. You may do this by recording the page numbers and quotes from the novel on the lines below the chart.
- Feel free to continue on another sheet of paper or the back of this worksheet.
- Another way to cite your passage proof would be to mark your novel with sticky notes and bring the marked text with you for class discussion.

Character Name	Inquirers	Knowledgeable	Thinkers	Communicators	Principled	Open-minded	Caring	Risk-takers	Balanced	Reflective
Nya										
Salva										

Page #: \_\_\_\_\_ Proof: (copy the sentence(s) from the novel that demonstrate the character trait in action)

\_\_\_\_\_

\_\_\_\_\_

Page #: \_\_\_\_\_ Proof: (copy the sentence(s) from the novel that demonstrate the character trait in action)

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Page #: \_\_\_\_\_ Proof: (copy the sentence(s) from the novel that demonstrate the character trait in action)

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**The following information pertains to the IB Learner Profile and should be used to complete the Graphic Organizer (chart) above.**

## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

### **IB learners strive to be:**

#### **Inquirers**

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable**

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers**

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators**

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled**

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded**

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring**

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers**

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced**

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective**

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.