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Class 701

Character Analysis Essay

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*Salva's Exceptional Evolution*

Maya Angelou once said, "You may encounter many defeats but you must not be defeated. In fact, it may be necessary to encounter the defeats, so you can know what you can rise from, how you can still come out of it." In *A Long Walk to Water* by Linda Sue Park, Salva Mawien Dut Ariik had to suffer and persevere through miles of desert with barely any water or food after fleeing his village in Sudan due to war. Salva and the other "Lost boys" had to go through so much just to survive such as getting attacked by tribes, swimming through crocodile-infested waters, and walking for miles. They had to go to extraordinary lengths as children just to survive through it all. As Salva went through his troubles, he changed and developed drastically throughout the book between being unprepared, hopeful, and self-reliant due to his losses and troubles.

In the beginning of *A Long Walk to Water*, Salva was very unprepared due to the unexpected events that occurred. In Chapter 2, Salva is forced to run away from his village as well as other civilians due to the Sudanese civil war. According to the text it says, "When he got to the door, he looked out. Everyone was running - men, children, women carrying babies. The air was full of dust that had been kicked up by all those running feet. Some of the men were shouting and waving guns. Salva saw all of this with one glance. Then he was running, too. Running as hard as he could, into the bush. Away from home."(Park 7) This evidence displays

that Salva didn't expect the war to happen, just as the others in his village didn't. In the book, Salva and his group had reached a barn that they spent the night in but when Salva had awoken, he realized that his group had left him alone and he didn't know what to do. In the text it states, "The tears were hot in Slava's eyes. Where had everyone gone? Why had they left without waking him? He knew the answer: because he was a child...who might tire easily and slow them down, and complain about being hungry, and cause trouble somehow. *I would not have been any trouble-I would not have complained!... What will I do now?*" (Park 15) This piece of evidence shows that Salva was unprepared and didn't have a clue about what to do. The evidence above clearly shows that Salva had been confused and spontaneous at the two points.

As *A Long Walk to Water* progresses, Salva and his character traits develop as well. By the middle of the book, Salva is a lot more hopeful. In chapter 6, Salva finds Uncle Jewiir and reconnects with him. That gave him hope that the rest of his family was still alive somewhere. In the text, it says, " 'Uncle!' he cried out, and ran into the man's arms. Uncle Jewiir was the younger brother of Salva's father. Salva hadn't seen him in at least 2 years, because Uncle had been in the army. *Uncle must know about the warfighting! Maybe he will know where my family is!*" (Park 34) The evidence displayed shows that seeing Uncle Jewiir gave Salva hope and faith for the rest of his family's well-being. In the book, Salva had felt extremely weak and was struggling terribly, but Uncle Jewiir was there and he helped him get through it, giving him hope. The text says, "Uncle continued in this way for the rest of the walk. Each time, he spoke to Salva using his full name. Each time, Salva would think of his family and village, and he was somehow able to keep his wounded feet moving forward, one painful step at a time." (Park 54) This evidence shows that Uncle helped motivate Salva and he gave him hope even through hard times.

By the end of *A Long Walk to Water*, Salva had matured and developed a lot. Between the last few chapters, Salva had become self-reliant. In chapter 13, Salva finds himself lost and not knowing where to go, but he is determined to figure it out. According to the text it says, “Salva made up his mind. He would walk south, to Kenya. He did not know what he would find once he got there, but it seemed to be his best choice. Crowds of other boys followed him. Nobody talked about it, but by the end of the first day, Salva had become the leader of a group of about fifteen hundred boys. Some were as young as five years old.” (Park 81) This shows that Salva was relying on himself and being independent. The text also says, “*One step at a time...one day at a time. Just today-just this day to get through...* Salva told himself this every day He told the boys in the group, too. And one day at a time, the group made its way to Kenya. More than twelve hundred boys arrived safely. It took them a year and a half.” (Park 82) The evidence displays that Salva was very determined and didn’t depend on anyone else but himself.

In conclusion, due to Salva’s struggles and challenges, he has developed a lot as a person. At the beginning of the novel, Salva is lost and confused and doesn’t know what to do. As his exhausting journey progressed, he ran into several people along the way which caused him to have hope. However, by the end of the novel, Salva becomes way more independent and self-reliant. Salva has developed a lot throughout the novel *A Long Walk to Water* on his long and draining journey to water.

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<p>Content &amp; Analysis: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or texts Your score: 4</p>	<p>Clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose. Demonstrate insightful analysis of the texts.</p>	<p>Clearly introduces a topic in a manner that follows from the task and purpose. Demonstrate grade-appropriate analysis of the texts.</p>	<p>Introduces a topic in a manner that follows generally from the task and purpose. Demonstrate a literal comprehension of the texts.</p>	<p>Introduce a topic in a manner that does not logically follow from the task and purpose. Demonstrate little understanding of the texts.</p>	<p>Demonstrate a lack of comprehension of the texts or task</p>
<p>Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis and reflection Your score: 4</p>	<p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text. Sustain the use of varied, relevant evidence.</p>	<p>Develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text. Sustain the use of relevant evidence with some lack of variety.</p>	<p>Partially develop the topic of the essay with use of some textual evidence, some of which may be irrelevant. Use relevant evidence with inconsistency</p>	<p>Demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant.</p>	<p>Provide no evidence or provide evidence that is completely irrelevant</p>
<p>Coherence, Organization and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language Your score: 4</p>	<p>Exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning. Establish and maintain a formal style, using grade-appropriate, stylistically</p>	<p>Exhibit clear organization, with the use of appropriate transitions to create a unified whole. Establish and maintain a formal style, using precise language and domain-specific vocabulary. Provide a concluding statement or section that</p>	<p>Exhibit some attempt at organization, inconsistent use of transitions. Establish but fail to maintain a formal style, inconsistent use of language and domain-specific vocabulary. Provide a concluding statement or section that follows</p>	<p>Exhibit little attempt at organization, or attempts to organize are irrelevant to the task. Lack a formal style, using language that is imprecise or inappropriate for the texts and task. Provide a concluding statement or section that is illogical or</p>	<p>Exhibit no attempt at organization. Use language that is predominantly incoherent or copied directly from the texts. Do not provide a concluding statement or section.</p>

	sophisticated language and domain-specific vocabulary with a notable sense of voice. Provide a concluding statement or section that is compelling and follows clearly from the topic and information presented.	follows from the topic and information presented.	generally from the topic and information presented.	unrelated to the topic and information presented.	
Control of Conventions: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Your score: 4	Demonstrate grade-appropriate command of conventions, with few errors.	Demonstrate grade-appropriate command of conventions, with some errors that may hinder comprehension.	Demonstrate emerging command of conventions, with some errors that may hinder comprehension.	Demonstrate a lack of command of conventions, with frequent errors that hinder comprehension.	Demonstrate grade-appropriate command of conventions with few errors.

Comments:

Glow: Excellent job explaining the connection between your evidence and thesis!

Grow: Continue to use powerful and precise vocabulary in your writing

Score = 100%