***White Water* Lesson Plan**

**Title of Book:** *White Water*

**Genre:** Realistic Fiction

**Grade Level(s):** 1st- 3rd Grade

**Duration of Lesson:** 40 minutes

**Kansas State Social Studies Standards:**

* First Grade- Families (rights and responsibilities)
* Second Grade- Then and Now (continuity and change)
* Third Grade: Communities (identities, beliefs, and practices)

**Common Core Reading Standards for Informational Text:**

* First Grade (1): Ask and answer questions about key details in a text.
* Second Grade (3): Describe how characters in a story respond to major events and challenges.
* Third Grade (1): Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* Third Grade (3): Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**Required Resources:**

* *White Water* written by Michael S. Bandy and Eric Stein (required text)

**Student Friendly Outcomes (I Can Statements):**

* I can retell a story to include key details in a text.
* I can ask and answer questions about key details in a text.
* I can retell a story in sequential order.

**Words to Know:**

1. **segregation**: separating or keeping people apart because of their race
2. **Jim Crow laws**: state and local laws that allowed racial segregation in the United States
3. **gritty**: full of grit or sand
4. **mule:** a cross between a donkey and a horse
5. **rust:** a type of corrosion
6. **coin slot:** a narrow opening in a machine where coins can be inserted
7. **gulp:** to drink something quickly

**dibs:** the right to choose something

1. **fare:** the money a passenger on public transportation must pay

**Brief Overview:** During the lesson, the teacher and students will read White Water aloud. As they read, students will investigate how one young boy's curiosity leads him to discover that the water from a segregated White drinking fountain tastes the same as the water from the Black drinking fountain.

**Prior Knowledge:** Students should have prior knowledge of segregation in America. Teachers discuss how civil rights leaders like Rosa Parks, Dr. Martin Luther King Jr., and Ruby Bridges fought to make sure laws were fair and equal for everyone. They worked hard to end segregation in America.

**Essential Question:** What problems might happen if the main character makes a choice that could get him into trouble?

**Content Knowledge:**

As a result of the lesson, students will understand:

* How the main character’s curiosity led him to "break the law" during the time of segregation because he wanted to drink from a White-only water fountain. He didn't understand why he couldn't use the same fountain as White people, so his desire to know more and challenge the unfair rules made him act in a way that went against the laws of segregation.

**Before the Lesson:**

The teacher will introduce key vocabulary words from the book and explain their meanings. Students be introduced to *White Water* which follows a young boy named Michael as he seeks to determine it water from segregated fountains tastes different.

**During the Lesson:**

The teacher and students will read *White Water* aloud. During the reading, the teacher will check for understanding. Students will answer high order questions, use a graphic chart to document the main idea of the text, and participate in grand discussions.

**After the Lesson:**

* Students will review the lesson’s vocabulary
* The teacher will provide two quotes from the story; students will review information from the text to find supporting evidence
* Students will use a writing prompt to complete journal entries

**Analysis**

**Close Reading:**

* Students will reread *White Water.* During the reading, students will investigate the story’s sequential events to examine what caused the main character to illegally drink from a White-only water fountain.

**Activities**

**Anchor Chart Prompts:**

1. **Story Quote:** “We got on the bus and paid our fare. Then we got off the bus, walked to the back door, and got on the bus again. Where we lived, that’s how we did things.”

**Evidence:** This quote discusses how things were unfair during the time of segregation. Michael is explaining that even though they paid to get on the bus like everyone else, they had to get off, walk to the back, and get on the bus again because Black people were only allowed to sit in the back. "That’s how we did things" means that this was something people had to do because of the unfair rules at that time.

1. **Story Quote:** “I took a big gulp. That white water wasn’t cool. That white water wasn’t fresh. That white water wasn’t pure and icy cold, like mountain water. It tasted like nasty, muddy, gritty yuck, just like our water.”

**Evidence:** In this quote, Michael is describing his experience of drinking from a segregated "white" water fountain. The speaker expected the water to taste clean and refreshing, but instead, it tasted bad—like dirty, muddy water. The phrase "just like our water" shows that the speaker realizes that the water they had been drinking from the fountain meant for Black people was no different from the water in the "white" fountain, even though they were told it should be. It’s a way of pointing out how segregation made no real sense, even when it came to something as simple as water.

**Interdisciplinary Connection:** Students will complete a journal entry, using the writing prompts below as a guide:

1. **Using key details from the text, retell important events from the story in sequential order.**

**Example**: Michael and his grandmother walked to the bus stop. Then, Michael and his grandmother boarded the bus. After boarding the bus, the discovered that there were no available seats. Michael was so excited about going into town that he had not noticed how tired his legs were getting from standing for a long period of time.

**Differentiation:** For struggling readers, provide an audio version of the book, or offer additional reading support.

White Water Quiz

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

**Directions: Circle the best answer choice for each question.**

1. In the story *White Water,* who is the main character?
2. The water fountains
3. Grandma
4. Michael
5. Dad
6. Where does the story take place?
7. Chicago
8. In a small-town during segregation
9. New York
10. Washington D.C.
11. What is Michael curious about in the story?
12. What food tastes best
13. What water from a segregated fountain tastes like
14. How buses work
15. Why are people going into town
16. What does Michael do to satisfy his curiosity about segregated water fountains?
17. He asks his grandmother about the fountains
18. He drinks water from the white-only drinking fountain
19. He takes a long bus ride into the city
20. He writes a letter to the governor
21. What is the main lesson Michael learns from his experience at the water fountain?
22. The same rusty pipes were used to supply water to both water fountains
23. The water tastes better when it is fresh
24. Some rules are fair and should be followed
25. The water from the white-only drinking fountain was the best tasting water in town.

Answer Key:

1. C) Michael
2. B) In a small-town during segregation
3. C) What water from a segregated fountain tastes like
4. B) He drinks water from the white-only drinking fountain
5. A) The same rusty pipes were used to supply water to both water fountains