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| About this Resource:*This text set centers around the topic of a high-quality read aloud anchor text, in order to build students’ knowledge and vocabulary. Anchor texts are a part of Student Achievement Partners’ Read Aloud Project and full lesson plans are hyperlinked. Each Related Text is a suggested lightweight resource that connects to the topic of the read aloud and builds student knowledge and vocabulary. Also included are high-interest, topically related Optional Supporting Resources and Writing/Culminating Tasks in varied genres. Suggested resources are free or almost free (requiring a teacher license or sign on) and can be used as read aloud texts or for small group or independent reading depending on their complexity. All are intended to be optional resources for the classroom and teachers are encouraged to modify, adapt, or supplement these text sets with related resources. Text Sets are intended to support approximately two weeks of instruction. For additional suggestions for use, read this blog post:* [*https://achievethecore.org/aligned/reading-to-learn/*](https://achievethecore.org/aligned/reading-to-learn/)*.* |

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| **Key Content (Synopsis of two weeks)** |
| Read Aloud: White Water<http://achievethecore.org/page/%203043/white-water>  | **Synopsis of Text:** Michael Bandy, the author, writes about a personal experience from when he was a child during the segregation era. While in town with his grandmother on a hot day, he drinks water out of a “colored” fountain which consumed him with thoughts that the “white” water was better. Sneaking back into town, he found out that the water tasted the same. This revelation changed his life forever. |
| Related Text 1: What Is the Civil Rights Movement?<https://www.dkfindout.com/us/history/civil-rights-movement/what-is-civil-rights-movement/>  | **Synopsis, highlighting related learning:** This article provides information about the Civil Rights Movement. Understanding this movement will provide students with the context to better understand the events in *White Water*.  |
| Related Text 2: Riding with Rosa Parks <https://www.raz-plus.com/books/leveled-books/book/?id=633&lang=English>  | **Synopsis, highlighting related learning:** This short information text tells the story of Rosa Park’s influence on the Civil Rights Movement as told by a young girl named Marissa. Students will learn how Rosa Park’s actions eventually chanted the discriminatory bus laws in Alabama.  |
| Related Text 3: Walking Tall<https://www.readworks.org/article/Historical-Movements-for-Equal-Rights/b1beb2b3-42e3-48cb-9f40-21b810b6b40c#!articleTab:content/>  | **Synopsis, highlighting related learning:** This article is a part of a set called “Historical Movements for Equal Rights” and features the story of Ruby Bridges. Learning about the challenge she faced will help students to consider the inequities of segregation and how they affected everyone, including children. Background information about segregation and civil rights is also included.  |

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| **Optional Supporting Resources** |
| Rosa Parks – Civil Rights Pioneer <https://www.youtube.com/watch?v=w76NHeQ40SE>  | **Description/rationale for inclusion:** In this short-animated video, students will learn more about Rosa Park’s background. *Teacher note: To make best use of this resource, read captions of the video aloud for students and pause to provide background information as needed.*  |
| Ruby Bridges video <https://www.youtube.com/watch?v=sytZGGs5sRs>  | **Description/rationale for inclusion:** *Teacher note: Start video at 2:30, end at 7:00.* This video shares Ruby Bridges’ life story and directly connects to the *Walking Tall* resource.  |
| **Writing/Culminating Tasks** |
| Text Type 1: Informational | **Description of task:** Using the information you learned from the texts in this set, create a mini book (3-4 pages) with facts about civil rights. On each page, use a picture and a complete sentence to share a fact you have learned. *.*  |
| Text Type 2: Opinion/Narrative | **Description of task:** What would you ask Ruby Bridges (*Or Rosa Parks)* if you could ask her three questions? Be sure to think about what you learned about Ruby Bridges and the Civil Rights Movement when writing your questions. [Narrative Extension] Based on what you learned, what do you think her answer would be? Write the answers as if you are Ruby Bridges. *Teacher note: You may want to show interview examples for this task, such as the bottom of Resource 3 “Walking Tall”. If doing the narrative extension, provide models to support understanding of the point of view involved, or do task as a shared writing task.*  |
| All content linked to within this resource was available for use when this resource was published in January 2018. Over time, the organizations that manage that external content may move or remove it or change the permissions. If the content is no longer available, please email info@studentsachieve.net. |