Title/Author: *White Water* by Michael S. Bandy and Eric Stein

Suggested Time to Spend: 5 Days (Recommendation: one session per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL1.7; W.1.2, W.1.8; SL1.1, SL.1.2, SL.1.5; L.1.1, L.1.2, L.1.4

Lesson Objective:

Students will listen to an illustrated narrative story read aloud and use literacy skills (Reading, Writing, Discussion, and Listening) to understand the central message of the story.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

Sometimes a person’s imagination can sometime trap him/her in a false sense of reality.

Synopsis

Michael Bandy, the author, writes about the personal experience 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 of 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.

1. Go to the last page of the lesson and review “What Makes this Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*
3. Consider pairing this series of lessons on *White Water* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/3043/white-water-with-companion-text-set)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING:**  Read aloud the entire book (or chapter) with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| **SECOND READING:**  **Reread pages 1 -2**  Describe the setting of the story.  Look at the pictures and tell where they might be.  **Reread pages 3 - 4**  What does Michael mean when he says? “It’s already a thousand degrees outside; “My throat is as dry as a bone.”  How did Michael feel about having to give up his seat to the white mom and her son? Use both the pictures and text on pages 3-4 to explain your reasoning?”  What does the word “dibs” mean? How do you know?  **Reread pages 5 - 10**  What was unfair about the bus ride?  **Reread page 6**  How do you know that the unfairness was normal during that time?  **Reread 11 - 12**  Why did the author write the phrase “I was so thirsty” in big bold letters and the rest of the sentence in normal, smaller letters?  How does the boy describe the water?  Discuss the illustration on page 12.  **Activity:**  Does your school have a favorite water fountain? Do you know why? Do a taste testing experiment with all of your water fountains. Use charts to show your results.  **Reread pages 13 and 14**  Why did the boy think the other water was better?  How did the boy imagine the water tasting? | The setting of the story is in a rural community. There are chickens in their yard. It states that they are going to town on a bus to get oats for the mule.  It was very hot outside. He was thirsty.  Michael was (upset, confused, angry) because it was hot and his “feet were on fire” and “throat was dry as a bone” so he wanted to rest on the bench for the bus.  “Dibs” is a slang for ownership over an idea or object.  They had to pay at the front of the bus then walk to the back of the bus and stand.  Prejudice was a normal way of life back then. Michael and his grandmother did not protest the unjust actions. It was simply a part of their life at that time: “Where we lived, that’s how we did things.”  To emphasize how thirsty he was.  Even though the water was warm and rusty, it tasted okay after the long bus ride. Then after a few sips it tasted nasty, muddy, gritty yuck.  Suggested activity- Show two pictures of page 12. One with the words above the water fountain and the other would have the words covered. Have students discuss observations of the two  pictures. Can they recognize the differences?  Lead students in a discussion about the water fountains at school. Make a hypothesis of why one fountain is better than another. Test your hypothesis. For example, students believe that one fountain has colder water - test the temperature of each fountain. Record your results.  The white boy from the bus kept drinking the water long after the boy stop.  The boy imagined the water tasting cool, fresh, pure and icy cold, like mountain water. |
| **THIRD READING:**  **Reread pages 15 and 16**  Why do you think Michael took a step in the direction of the white fountain?  Why did Michael’s grandmother scold him?  What did Michael mean when he said, “I stopped in my tracks”?  What does the sentence, “ The ideas were already flowing”  mean? How can ideas flow?  Look at the illustrations on page 15 and 16  Discuss how Michael is looking back at the water fountain. Discuss his facial expressions.  Notice how large the water fountain is on page 16. Why do you think it is so big on this page? | Students should infer that he wanted to taste the water out of the white fountain.  Michael was going to drink out of the white fountain. His grandmother scolded him because it was against the law.  He meant he suddenly stopped moving because of the tone of his grandmother’s voice.  This is metaphor comparing Michael’s ideas to that of the water. The boy’s ideas ran through his mind like water flowing in rivers or lakes.  Michael and his grandmother are walking away but both are looking back at the water fountain. Michael’s grandmother has her hand around Michael’s wrist. Michael’s other hand is pointing toward the water fountain.  Students will discuss how large the water fountain is and what that represents. (He is so consumed with the water that it is the forefront of his thoughts.) |
| **FOURTH READING:**  **Reread Page 17 and 22**  Why did Michael have difficulty concentrating?  Why does he imagine being in the desert crawling on his hands and knees?  Why did his classmates laugh at him? What would you do and why?  Why were the thoughts of the white water getting him in trouble at school and home?  Identify the three places where Michael was lost in his thoughts about the fountain.  Why did Michael dream of the “two big police officers” taking him to jail?  **Reread pages 23 and 24**  Why does Michael say “It’s driving me crazy. I can’t take it anymore.”  Turn and talk with your partner about a time when something “drove you crazy” because you couldn’t stop thinking about it.  **Reread pages 25 - 28**  Tell me Michael’s plan?  Do you think the bus driver believed Michael?  **Reread pages 29 - 30**  What did Michael mean when he said, “ I was scared to death”?  What are the consequences if Michael gets caught?  What thoughts were running through his head? | He is being consumed by thoughts of how the water tasted.  The image of crawling on your hands and knees in a hot desert represent the thirst that Michael was experiencing to know what the water tasted like  They laughed because the teacher caught him not paying attention. Student’s answers will vary.  He was only thinking about the water. It was consuming his thoughts.  The three places were at school, then at home while taking a bath and even in his dreams.  He knew that it was wrong drinking the “white water” and that there could be severe consequences if caught.  The thoughts of the white water are consuming his thoughts. It’s all he can think about.  Students will discuss personal experiences. (ex: You see a big beautiful wrapped box on your kitchen table for your birthday)  Michael’s plan: He pretended to be sick and waited for his grandmother to leave.  The bus driver covered the coin slot with his hands and questioned why Michael was riding alone.  Michael knew what he was doing was wrong. This may have been the first time Michael ever did something wrong.  Michael could get in trouble with the police if he was caught. He would get in trouble with his grandmother.  “What if I get caught,” “What if I get hurt,” and “What if they put me in jail forever.” |
| **FIFTH READING:**  **Reread pages 31 - 32**  Why does Michael think he hears his Grandmother’s voice saying, “I got you covered. Now, go for it.”?  Look at the illustrations on page 31 - 32. Why do you think the illustrator included “soldiers” to guard him?  **Reread Pages 33 - 34**  Describe what the white water tasted like.  Does this remind you of anything you read before?  How do you think Michael felt when that lady suddenly appeared and shouted, “Boy, you know you don’t belong here!”?  **Reread Pages 35 - 38**  What did Michael discover?  What did it mean when it said “the signs over the water fountain had put a bad idea in my head.”  What did the discovery lead him to question?  Look at the illustrations on page 38. Discuss why the illustrator put a scientist, doctor and lawyer in the sky.  How do you think this new discovery changed Michael’s life? | Even though Michael knows that his Grandmother would disapprove of what he is doing, he also knows that an injustice is taking place and his grandmother would understand.  Students answers will vary. Lead the students to discover that  the toy soldiers are also on page 23 - 24 while he is developing the plan.  The water wasn’t cool, it wasn’t fresh, it wasn’t pure and icy cold, like mountain water. It tasted like nasty, muddy, gritty yuck.  This was the way he describe his water  Answers will vary. Michael had not noticed the lady near the water fountain before. It took him by surprised.  When Michael was startled and fell down. He saw that the same pipe was connected to both water fountains. They both shared the same water.  The signs made him feel that he was not good enough. These signs made it seem like one race was inferior to other. Which we know is not the case.  That everything he thought he couldn’t do was just his imagination...he could do anything!! He started to question everything. This stopped with the self doubt he had created in his mind.  It shows his thoughts and lets us know nothing will stand in his way.  Michael now realizes he can achieve anything he puts his mind to. |

FINAL DAY WITH THE BOOK - Culminating Task

What does the story teach us? Draw a picture and write 2-3 sentences to answer this question.

Sample student response: The story teaches us that we can be whatever we want to be. Sometimes, our imagination or things we believe to be true trick us into doubting ourselves or thinking we are not good enough.

Vocabulary

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| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page 2 – mule – cross between donkey and a horse  Page 6 fare - the money paid by a person to ride on a bus, train, or taxi  Page 8 barely - hardly at all  Page 11 - rust – a reddish-brown flaky coating that forms on iron or steel as a result of exposure to oxygen and moisture  Page 12 pure - free of poison or pollution; not mixed with any other material, substance, or bloodline  Page 25 coin slot - a long, narrow slit in a machine where something can be inserted  Page 28 depot - a bus or railroad station or repair location; a storehouse  Page 31 - gulp– to drink or eat fast or in large mouthfuls  Page 32 appear - to come into view | Page 3 - degrees – a unit of measure for temperature  Page 4 - dibs – slang for claiming exclusive right to something  Page 11 - gritty – full of or like grit or sand  Page 15, 17 concentrate - to pay close attention to something  Page 33 fed - past tense of "feed"; to give food  Page 33 angle - a viewpoint |

Extension learning activities for this book and other useful resources

* Help students build background of segregation and civil rights by watching informational videos or reading other texts.
  + *White Socks Only* by Evelyn Coleman
  + *A Taste of Colored Water* by Matt Faulkner
  + *The Story of Ruby Bridges*
  + <https://www.youtube.com/watch?v=hkNk6T2dRvQ>
* Have a grass is greener discussion or writing assignment. Have you ever wanted something someone else had? Did it look better than what you had?

Websites:

* Author’s website: <http://www.whitewaterstory.com/The_Writers.html>
* Author talking about his book: <https://www.youtube.com/watch?v=acoWVyNZpFo>
* National Civil Rights Museum: <http://www.civilrightsmuseum.org/?page_id=77>
* The Black Inventor Online Museum: <http://www.blackinventor.com> (please copy and paste link directly into browser for access)
* White Socks Only Read Aloud <http://www.storylineonline.net/white-socks-only/>

Note to Teacher

* Since this book is set in 1962 in the segregation era, discuss the difference between modern day and the setting of the book. Have a discussion about objects in the book that lets the reader know this book takes place in a different time.

For example, discuss the oil lamp on pages 21 - 23.

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

580L

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

This story has a message of courage and hope in a difficult era and can make one stronger and allows us to stand up against prejudice.

This book is a narrative text. The pictures help the readers see what Michael is visualizing.

Language is clear and easy to understand with minimal exceptions. Imagery helps us to know what Michael is thinking.

Students may need background on the segregation era.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

* Understanding the era
* Support- background knowledge from other texts/media

How will this text help my students build knowledge about the world?

* The most important thing is to believe in yourself. One person can make a difference!

1. **Grade level**

What grade does this book best belong in? 1st as a read-aloud

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