
Name: Reagan Rogers and Trent Lefever

Date: 3/20/2021

Curriculum/Course: Language Arts

Grade Level: 2nd

Time/Period: 45 minutes

Materials:

Text Titles:

White Water by Michael S. Bandy & Eric Stein

Standards:

Michigan Academic Standards

Craft and structure:

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Social Emotional Competencies:

Social Awareness

3A - demonstrate awareness of other people's emotions and perspectives & Social Awareness

3C - demonstrate awareness of different cultures and a respect for human dignity

Objectives:

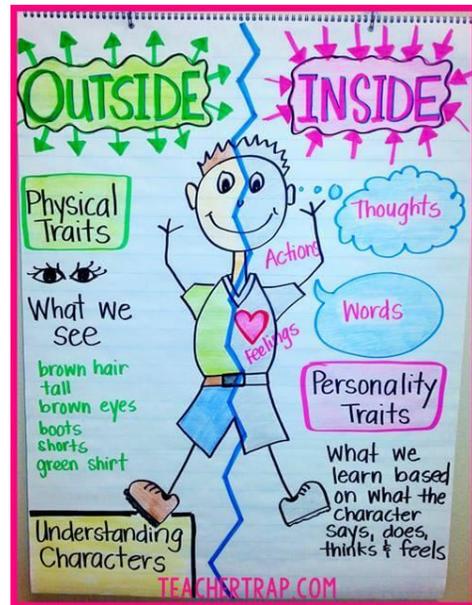
I can identify the emotions that were throughout the book and emotions.

I can identify the correlation between the artifact and the story.

I can explain how segregation used to treat people unfairly in our country.

Assessment: Exit Ticket

Introduction: First, gather the class in a comfortable area. Explain to the students that today we are going to be taking a look at how things were in the 60s. Ask the students if they know of something that might have been different for the way people of color lived compared to white people.



- Ask for volunteers to explain our procedure for getting a drink after being on the playground



- Do we have separate drinking fountains for boys or girls?

Add picture

Steps in the Lesson:

1. I do, today we will be learning about this idea of separate drinking fountains (show picture of artifact). The book *White Water* is going to explore the Jim Crow laws about segregation. I want you children to think about how you would feel having to use different drinking fountains based on skin color.

2. We do, After this class discussion, groups of two will go into collaborative reading groups and they will ask each other questions about the book they just listened to. What kind of emotions was Michael feeling at the end of the story? Why were the different drinking fountains labeled if they shared the same water?

3. We will come all together and fill out an anchor chart like on the left about the outside and inside of Michael from the story. Asking the students what they noticed about the outside of Michael and the kinds of thoughts that Michael had. Then we will discuss our thoughts and feelings about segregation, the artifact,



and our questions about the topic.

Closure:

After having a class discussion about our thoughts and feelings related to our book and the artifact the students will return to their desk. Each student will be asked to hand in an exit ticket before we move onto our next subject. The students will be asked to either write or draw a picture about how they will treat someone who looks different than them.