

Book: The School is Not White

Author: Doreen Rappaport

Illustrator: Curtis James

Subject: Narrative nonfiction

Suggested Grade Levels: 3-5

Common Core Links

Reading:

CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Writing:

CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.

Speaking and Listening:

CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

Language:

CCSS.ELA-Literacy.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Teaching Links

Ideas and questions to extend the learning with Common Core links:

Q: Student Generated: Ask the reader what he or she wants to know. If you could ask the Carter children something, what would it be?

Q: Depth of Knowledge (Level 3): What conclusions can you draw about the Carter family? Use evidence from the text to support your thinking.

Q: Text Dependent: How do the illustrations on pages 20, 21, 28 and 29 help the reader understand how hard it was for the Carter children to return to school each day?

As a class or small group, have students reflect upon several of the themes presented in this story. Ask students to write about one of the themes (Ex. hatred, jealousy, perseverance) in the book giving several examples from the story to support their thinking. They should state a thought about the theme, give at least 3 examples from the text to support it, and finish with a final thought or feeling.

After reading, ask students to find a video clip about segregation, which they will use to compare and contrast to the selection. Discuss the importance of noticing any nonverbal messages that may be presented in oral presentations. Facial expressions, body movement, gestures, tone of voice, and voice inflection all pay an important part in videos and other media. Have them write two paragraphs discussing the similarities and differences they may have discovered through their research. Have them share their ideas with a small group, making sure to use specific evidence from the text and video to support their thinking.