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EDMS 4150 Sec. 1  
Option #2  
Intended for 5-6 grade students



**White Socks Only**  
**By Evelyn Coleman**

May be used as a lesson or as a unit with activities

**I. Comprehension:**

After reading the book, White Socks Only by Evelyn Coleman, lead an open class discussion about the book. Clarify any possible vocabulary words from the text (i.e. Sunday dress, scorching, folk, patent-leather, etc.) Ask students questions about what happened in the story and how it relates to what students have been learning about equal rights and the civil rights movement. Some questions to include for comprehension of the story may include but are not limited to:

1. Who is the narrator of the story?
2. What was in the little girl's pocket?
3. Why does she remove her shoes before drinking water from the fountain?
4. What makes the big man very angry with the little girl?
5. Why did people fear the chicken man?

**II. Personal Experiences:**

In an open class discussion and then a “think, pair, share” ask students the following questions to help them relate to the characters and actions taken in the story.

1. Have you ever had something like this happen to you; where you were misunderstood or made a mistake that got you into trouble?
2. How did that make you feel?
3. When we read the story how did you feel about what happened to the little girl?

4. Have you ever been treated differently? Maybe because you were a kid or too short, too tall, etc.?
5. How did you handle the situation?

### **III. Critical Analysis:**

In journals or note paper have students write their answers to the following questions related to the story. Allow time for students to really think about their answers to each question. Allow students who wish to share their responses with the rest of the class. Allow students to discuss each other's responses. Remind the class that everyone is to be respectful of other's opinions. Hearing other student's thoughts might help them understand the story better or receive a new perspective of the story. Prompt questions:

1. Do you think the big man is right to "yell" at the little girl? Why?
2. How does this story relate to the civil rights movement?
3. Do you think the man has obeyed the "Rights" of the little girl?
4. Is it ever okay to deny anyone their rights? Why or why not?

### **IV. Creative Action Activities:**

This is a possible descriptive student activities list for after reading and discussing the book.

1. Students design another sign for the water fountain to show equality using graphics and creative materials. The signs will be posted in hall display case on campus or in the school library.
2. Students research different people and groups that helped end segregation. (examples: Martin Luther King Jr., Julius Wilson Hobson, Malcolm X, Susan B. Anthony, Elizabeth Cady Stanton, Ruby Bridges, John Lewis etc.) Then students dress like their historic person or group and give a presentation (they have written and rehearsed) on their person to peers in other classrooms on campus.

3. Students create a timeline of their important historical figures life and present it orally to the class. Students may build their timeline as creatively as possible as long as it flows in a chronological fashion. (Example: a flip book, a train with windows that open to reveal the event information, an outline of a person to symbolize growth, etc.)
4. Students recreate the story in a reader's theater format. Students design the dialog (script) with teacher guidance and the costumes based on the story. Students can choose to tell the story from the narrator's point of view like in the book or choose another character point of view to tell the story from. Students will perform the story at a back to school night or open house to peers, friends and family.
5. Students write a poem based on themes from the book, segregation and/or civil rights. The poems could be thoughts, feeling, facts or a combination. All poem types should be allowed after students have had a unit in poetry writing and the many forms. The poems will then be put together to make a book of civil rights poems and be put in the library for other students to check out. Have students come up with the title of the poem book. Students will have to go through all the steps of publishing work to get their poem published in the class poetry book (i.e. pre-write, rough draft, rewrite, edit, etc.).
6. To integrate a science lesson after reading the White Socks Only students could research the best way to fry an egg on the cement. Students would need to use the scientific method: create a hypothesis, gather materials, test, test, and test, observe and record results, and check against hypothesis to see if they were correct. With okay from the principle, students could try and fry an egg on a hot day outside on the black top using their designed method. Students would record their results and figure out the best way to

fry an egg on cement based on classroom findings. (If a hot day does not occur during the year a candle warming hot plate will do the trick to test methods of frying)

7. To integrate a P.E, Dance, Music lesson after reading the White Socks Only teach students the song the little girl was singing as she went into town. “Jump back Sally, Sally, Sally”. The song is called “Zudie-O”. It can be spelled a number of ways and has several different versions as it has been sung for generations. The song is an African American folk street song and game. The book Let’s Go Zudie-O by Helen MacGregor and Bobbie Gargrave has the words, dance steps and music CD. After you have taught them the chant teach them the dance. Have students practice the dance and chant together several time until they have it learned. For added fun, once your class has the dance and song learned well, you could have the students teach the dance to younger students at the school and perform it for the entire school during Black History Month. Step It Down by Bessie Jones and Bess Lomax Hawes, is another music book with the song, dance steps and a story. Step It Down by Bessie Jones and Bess Lomax Hawes, is another music book with the song, dance steps, CD and a story. (see last page for example)

The following is the version of the song closes to what you read in the book that I found on <http://www.cocojams.com/zudio.htm> in case anyone is interested.

### **Zoodio**

Category: Game Song  
Source: Multiple Sources

Here we go Zoodio, Zoodio, Zoodio  
Here we go Zoodio,  
All night long

Step back, Sally, Sally, Sally  
Step back, Sally  
All night long

Walkin through the alley, alley, alley  
Walkin through the alley  
All night long

*(Continue singing and performing the song as long as you choose)*

#### Dance Steps:

This game is best played with at least eight people in a large open space either outside or inside. How to play "Zoodio" this way: Choose a partner; stand facing your partner; cross your arms in front of your waist and take your partners' right hand in your left hand (and vice versa) [to make an "X" with both your hands out in front of you and your partner]. Slightly bend your knees like you are riding a bicycle and move your partner's arms back and forth to the beat in a scissors motion while sing/chanting the rhyme. On the words "Step back, Sally", each partner jumps back four times to the beat (or, if the group agrees before hand, back and forth to the beat). On the words, "Walking down the alley", the individual partners strut to the beat, each finding a new partner. The song then begins again.