

The Water Princess

The Water Princess

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Ages 5-8; Grades K-3

Themes: Biography, Multi-Cultural

SUMMARY

Princess Gie Gie lives in a beautiful, dry and dusty kingdom. She has the power to tame the wild dogs and bend the tall grasses with her dance, but no matter what she does she cannot summon the water closer or clearer. Every morning Gie Gie and her mother walk miles to the well and carry the water miles back to their home. Before they can drink, the water must be boiled and cooled, food must be cooked, and clothes must be cleaned. Finally, belly full and thirst quenched, Gie Gie can sleep... only to wake in the morning to walk again to the well. This beautiful story brings to light not only the magic of the Burkina Faso landscape, but of the daily struggle for clean water that affects billions of people worldwide.

Common Core Connections:

CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-Literacy.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-LITERACY.CCRA.W.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

OBJECTIVES

- Students will use clues in the movie to make inferences about characters.
- Students will write a persuasive letter.
- Students will research the Georgie Badiel Foundation and Ryan's Well to learn more about the global water crisis.

BEFORE VIEWING ACTIVITIES

Activate students' knowledge about water. Guiding questions:

- Who or what needs water to live?
- Where do people get water? Where do people in other countries get water?
- Have you ever heard of people having trouble getting water?
- What happens when people drink dirty water?

Consider showing students a short informational video about water access around the world, or reading aloud an informational book. Tell students that they are going to see a movie about a girl who lives in a country in Africa where the girls and women walk miles daily to get water for their families. Encourage students to watch and listen for how the girl feels about her community's struggle for water.

Tell students that we learn about characters by what they do, say, and think. Introduce the movie and tell students to pay special attention to the things that Gie Gie does, says, and thinks. Consider giving the students a graphic organizer to record their ideas on:

	Does	Says	Thinks
Gie Gie			

Return to the organizer after viewing the movie to guide a discussion about Gie Gie's feelings and traits.

Locate Burkina Faso, Uganda, and Kenya on a map. Discuss the environment and cultures in each of these countries, including the difficulty of people in rural areas to get clean water to drink and bathe with. Tell students that after viewing the movie they will learn about two real people who have set up foundations to bring clean water to these areas.

AFTER VIEWING ACTIVITIES

Return to the character traits and feelings chart that students worked on during the movie. Have students compare their list with a partner's. After students have had some time to compare lists, ask various students to share something that both partners had written down. Record the students' responses on a group organizer. Then ask students to share something that their partner had written, but they had not.

Foster discussion with the following questions:

- Do you agree with _____'s response? Why or why not?
- What does _____'s response tell you about the character?

Encourage students to actively listen to each other and build on each other's answers. The following discussion frames may be helpful:

- I agree/disagree with _____ because...
- I'd like to elaborate on _____'s comment...
- I understand what _____ is saying, however...
- _____'s comment supports the idea that...

Wrap-up the discussion by having students draw a picture of Gie Gie and write one sentence describing her using the frame: Gie Gie is _____ because in the movie she (does/says/thinks) _____.

Visit the Georgie Badiel Foundation and Ryan's Well websites. Guide students through researching the work of the foundation as well as the impacts of the lack of access to clean water. Guiding questions:

- Who is Georgie Badiel? Why did she start her foundation?
- Who is Ryan Hrejac? Why did he start his foundation?
- How does the lack of access to clean water affect the children in Burkina Faso, Uganda, Kenya and other places?
- How have Georgie and Ryan made a difference in these areas?
- What can you learn from Georgie and Ryan's work? How can you make a difference?

Culminate the research and discussion by having students design their own service project or a fundraising campaign for the Georgie Badiel Foundation or Ryan's Well.

Follow up on the previous discussion by having students write a persuasive letter to convince the reader to support his/her project or campaign. Guiding questions:

- Why is your project or fundraising campaign important?
- How will it help others?
- Why should others help you with this project or campaign?
- If you're asking for money, what will the money fund?
- What are the details of the project or campaign? How will people know that their time and money are going to a good cause?

After planning, guide students in writing a persuasive letter by using models and exemplar texts.

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