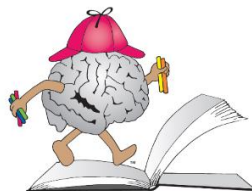


Student Edition

How Students used Resilience to Rally against Racism for Rights

Name: _____ Date: _____



Beryl Irene Bailey, Ed.D., CCC/SLP

Text 1: SIT-IN: How Four Friends Stood Up By Sitting Down

By Andrea Davis Pinkney, Illustrated by Brian Pinkney

“We must...meet hate with love.”

These were Dr. Martin Luther King Jr.’s words that got them started.

Four hungry friends. Eager to eat.

Each took a seat at the Woolworth’s lunch counter
in Greensboro, North Carolina.

David, Joseph, Franklin, and Ezell sat quiet and still.

With hearts full of hope.

With Dr. King’s words strong and close.

They were college students with a plan.

It was February 1, 1960.

They didn’t need menus.

Their order was simple.

A doughnut and coffee,

With cream on the side.

Woolworth’s was busy,

So the friends waited.

Patiently. Silently.

Without a fuss.

They were the only

Black kids at the counter.

David, Joseph, Franklin, and Ezell

Sat while everyone else got served.

At first, they were treated like

The hole in doughnut-invisible.

Others tried to ignore them.

The waitress watched and refused them.

This was a sign of the times:

WHITES ONLY.

This was the law's recipe for segregation.

Its instructions were easy to follow:

Do not combine white people with black people.

Segregation was a bitter mix.

Now it was the friends' turn to ignore and refuse.

They ignored the law, and refused to leave until they were served.

Those kids had a recipe, too.

A new brew called integration.

It was just as simple:

**Combine black with white
to make sweet justice.**

For them, integration was better than any chef's special.

Integration was finer than homemade cake.

Integration was a recipe that would take time.

So David, Joseph, Franklin, and Ezell sat quiet and still.

With hearts full of hope. With Dr. King's words strong and close:

"Be loving enough to absorb evil."

They sat straight and proud. And waited. And wanted.

A doughnut and coffee, with cream on the side.

After sitting and waiting and wanting, a police officer came.

But the four friends wouldn't leave.

The police officer didn't know what to do.

The students were doing nothing wrong.

No crime in sitting.

No harm in being quiet.

No danger in looking hungry.
The officer left the lunch counter
without doing anything.

The Woolworth's man turned off the lights.
He announced, "Woolworth's is closed."
So the customers left,
including the four friends,
who went home to dinner,
where they were served first.

News had already spread about the sit-in.
David, Joseph, Franklin, and Ezelle got their names in the paper.
The next day, February 2, 1960, more students showed up at the lunch counter.

Sitting still for what was right.
No reservations needed at Woolworth's.
These students seated themselves.
They were dressed in their best clothes.
They were polite and determined.

No guesswork for the waitress.
The young people knew the menu by heart.
They ordered. No food came.
So they sat. In silence.
And waited. And wanted.
A doughnut and coffee, with cream on the side.

The waitress reminded them:

WHITES ONLY.

But those kids wouldn't budge.
They didn't move.
Until they were served, they refused.
All they wanted was some food.

A doughnut and coffee,
with cream on the side.

To pass the time, the students read their schoolbooks.
They wrote in their journals. They finished their homework.
They didn't need to read the menu, so they studied for tomorrow's test.

What had started in Greensboro spread faster than a grease fire.
There were lunch counter protests in Hampton, Virginia; Nashville, Tennessee;
Montgomery, Alabama; Atlanta, Georgia; and many other southern towns.
If lunch counters could go from WHITES ONLY to ALL WELCOME, if
segregation could turn into integration,
**if black people and white people could break bread together, everyone
would pass the test.**

Everyone would score high.
A+ with that coffee and cream on the side.

But many folks were not motivated to make that grade.
As the sit-ins grew, angry people gave the students
a big dose of hatred-served up hot and heaping.
Coffee, poured down their backs.
Milkshakes, flung in their faces.
Pepper, thrown in their eyes.
Ketchup-not on the fries, but dumped on their heads.
They yelled at the students.
"We don't serve your kind!"
"Go home!"
"Goodbye!"

The students wanted to lash out, but couldn't.
They wanted to strike back, but didn't.
Sitting still was so hard.

**Practicing peace while
others showed hatred
was tougher than any
School test.**

Now there were news cameras filming the sit-ins.

And viewers at home watching it all on TV.

The students were more determined than ever
to show the world the true meaning of peace.

So they sat. In silence.

With hearts full of hope.

With Dr. King's dream true and close.

These were the words that kept them going:

"We must meet violence with nonviolence."

The students sat proud and still.

And waited. And wanted.

A doughnut and coffee,
with cream on the side.

Soon the sit-ins grew bigger and wider.

White students joined their black friends to protest the
unfair treatment by restaurant owners who would not serve
food to black patrons. They also opposed segregated libraries,
buses, parks, and pools.

With so many students gathered,
people got scared there would be fighting.

They were afraid of all those youngsters
grouped together for a cause.

Even though the students were committed
to peace, the police now took action.

They accused the students of loafing.

They arrested them.

They took them to jail.

The students didn't resist.

They didn't fight.

Instead, they sang freedom songs-to keep the peace.

They held Dr. King's words steady and close:

"Demonstrate... calm dignity."

Soon folks were busy arguing about who was right and who was wrong, that they stopped going to Woolworth's and other segregated places. Some shops were forced to integrate to keep their business alive. But the struggle was far from over.

In April, an activist named Ella Baker organized a student leadership conference at Shaw University in North Carolina to help young demonstrators.

With Ella, the students formed the Student Nonviolent Coordinating Committee-SNCC.

Inspired by Dr. King, they came up with powerful words of their own.

These are the words that became the SNCC slogan:

We are all leaders.

When President John F. Kennedy got a taste of SNCC's integration, he didn't sit in; he stepped in!

On June 11, 1963, the president went on TV.

He urged Americans to treat each other fairly.

He then told Congress to take action against segregation.

This became the Civil Rights Act of 1964.

On July 2, 1964, President Lyndon B. Johnson made the act a law.

It banned segregation in public places.

The hard work and courage of those brave students paid off.

They had taken a bite out of segregation.

Now it was time to savor equality.

Now they were ready for a big sip of freedom.

Their order was simple:

**A double dose of peace, with nonviolence
on top. Hold the hate. Leave off the injustice.**

Now the students had the right recipe for integration.

The steps were easy to follow:

- 1. Start with love.**
- 2. Add conviction.**
- 3. Season with hope.**
- 4. Extra faith to flavor.**
- 5. Mix black people with white people.**
- 6. Let unity stand.**
- 7. Fold in change.**
- 8. Sprinkle with dignity**
- 9. Bake until golden.**
- 10. Serve immediately. Makes enough for all.**

After weeks of sitting-when their backsides ached.

After months of being still-when their feet fell asleep.

After years of praying for laws to change.

When they were so hungry for equality.

The young people finally got what they ordered.

It was worth the wait.

It was served to them exactly how they wanted it-well done.

Title of Book: SIT-IN: How Four Friends Stood Up by Sitting Down

Name: _____ Date: _____

Directions: Read the following passages and determine the meaning of the unknown or multiple meaning words.

White students joined their black friends to protest the unfair treatment by restaurant owners who would not serve food to black **patrons**. **They** also **opposed** segregated libraries, buses, parks, and pools.

1. The word **patrons** in this context most nearly means:
 - a) customers
 - b) people
 - c) protestors
 - d) students

2. The pronoun "**They**" in the last sentence refers to:
 - a) Restaurant owners
 - b) The police
 - c) The waitresses
 - d) The students

3. The word **opposed** in this context most nearly means:
 - a) were against
 - b) joined with
 - c) marched for
 - d) ignored unfair

With so many students gathered, people got scared there would be fighting. They were afraid of all those youngsters grouped together for a **cause**. Even though students were committed to peace, the police now took action. They accused the students of **loafing**.

4. The word **cause** in this context most nearly means:
- a) Black students demonstrating by disturbing the peace.
 - b) Black students protesting the waitress ignoring them.
 - c) Black students doing their homework in the restaurant.
 - d) Black students demonstrating against racial segregation.

5. The word **loafing** in this context most nearly means:
- a) wasting money
 - b) causing trouble
 - c) making noise
 - d) loitering

He then told Congress to take action against segregation. This became the Civil Rights Act of 1964. On July 2, 1964, President Lyndon B. Johnson made the act a law. It **banned** segregation in public places.

6. The word **banned** in this context most nearly means:
- a) reduced
 - b) rejected
 - c) restricted
 - d) revealed

Figurative Language Note Cards

Simile-a comparison using like, as, or than. **Clue:** The word simile is like the word similar. Things that are similar are related or share a common characteristic or trait. Authors use similes to help the reader understand a point they are trying to make.

Personification- A figure of speech that assigns human qualities, actions, characteristics, or personality to an animal, an object, a natural force or an idea. **Clue:** Look at the first six letters in the word personification. They spell another word, person. In an example of personification, an animal, idea, object, or natural force acts like a person or has a characteristic like a person.

Imagery- A device that helps the reader to produce mental pictures that come into view by words and expressions that describe what the characters see, hear, smell, feel, and taste. **Clue:** The word imagery is similar to the word imagination. When you use your imagination, you use your mind to create pictures. Your senses help you to see pictures in your mind.

Point of View-is the perspective of the storyteller. The root “spect” in the word perspective means to see as in inspect (look closely), spectacles (eye-glasses) and spectator (one who watches.) So when we talk of perspective we talk about the way one sees. The word view also means to see. **Clue:** A story can be written from the first-person point of view (main character tells the story and uses pronouns I, me, or my). A story can be written from the third-person point of view (person telling story is the central or main observer. The author can write from story teller’s perspective and use pronouns such as he, she, and they. (Buss and Karnowski, 2000)

Theme- Look at the word theme. It is made up of two words, the and me. When you are determining the theme of a story you are identifying a truth about life or humanity. Where is the me in the story? **Clue:** Ask yourself two questions, What is happening to **the “me”** in this story? Some themes are sense of achievement, self-confidence, survival, overcoming obstacles, caring, honesty, making an effort, determination, segregation, equal rights, perseverance...

Idiom- a code-like expression used by speakers of a certain language group. **Clue:** In an idiom, the listener or reader is not able to determine the intended meaning from the sentence structure or from the meaning of the actual words. Understanding requires background knowledge of the language characteristics.

<p>Metaphor- a suggested comparison between two unlike things for the purpose of pointing out similarities.</p> <p>Clue: A metaphor does not use the words like or as to compare unlike things. Authors use metaphors to help the reader understand a point they are trying to me. A metaphor is a literary device that suggests that one thing is the other thing.</p>	<p>Tone- the overall attitude of what is happening, the setting. The tone of a book can be humorous, serious, sad, scary, positive, negative, exciting or a combination.</p> <p>Clue: Certain words, sentence structures and/or phrases communicate the story’s tone.</p>	<p>Alliteration – the repetition of an initial consonant sound.</p> <p>Clue: Look at the first three letters in the word alliteration. They spell a-l-l. In an example of alliteration, all the consonant sounds are repeated within a phrase or sentence.</p>
<p>Repetition: this literary device repeats the same word or phrases a few times to make an idea clearer and more memorable.</p> <p>Clue: Repetition can involve a word, phrase or sentence. It puts an emphasis on a point the author wants to make.</p>	<p>Onomatopoeia- a word that sounds like what it means. (Action words often found in comic books, bang!, Zoom!, crash!, sizzle!...)</p> <p>Clue: Onomatopoeia is a word that sounds strange to your ear. Look for words that describe noise. The word(s) should appeal to your sense of hearing.</p>	<p>Hyperbole- An exaggerated overstatement.</p> <p>Clue: Look at the first four letters in the word h-y-p-e-r-b-o-l-e. They spell the word hype. Hype is a slang word meaning to deceive or fool. The word hyper means over, above, or excessive. Hyperboles are often found in the genres of tall tales and folktales.</p>

Title of Book: SIT-IN: How Four Friends Stood Up by Sitting Down

Name: _____ Date: _____

Directions: Conduct a CLOSE read of the text, "SIT-IN: How Four Friends Stood Up by Sitting Down" and find examples of the literary devices identified in the chart below. Work with a group of three to four students and determine what the author is trying to communicate to her readers. Identify the literary device when you infer what the author is communicating to the reader.

Literary Device Example	Intended Meaning
"At first they were treated like the hole in the doughnut-invisible."	The author used this simile to communicate to the reader how the waitresses ignored the black students sitting at the counter. They refused to acknowledge their presence. They refused to serve them. The waitresses acted as if they were not sitting at the lunch counter.
"Integration was a recipe that would take time."	
"The young people knew the menu by heart."	

<p>“What had started in Greensboro spread faster than a grease fire.”</p>	
<p>“...if black people and white people could break bread together, everyone would pass the test.”</p>	
<p>“...Coffee, poured down their backs. Milkshakes, flung in their faces. Pepper, thrown in their eyes. Ketchup-not on the fries, but dumped on their heads...”</p>	
<p>“Some shops were forced to integrate to keep their business alive.”</p>	

<p>“When President John F. Kennedy got a taste of SNCC’s integration, he didn’t sit in; he stepped in!</p>	
<p>“The hard work and courage of those brave students paid off.”</p>	
<p>“They had taken a bite out of segregation.”</p>	
<p>“After weeks of sitting-when their backsides ached. After months of being still-when their feet fell asleep. After years of praying for laws to change. When they were so hungry for equality.</p>	

Title of Book: SIT-IN: How Four Friends Stood Up by Sitting Down

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Extended Responses

7. Infer why Pinkney uses text features to help tell the story about the Sit-In Movement. Include a discussion about the types of text features used.
