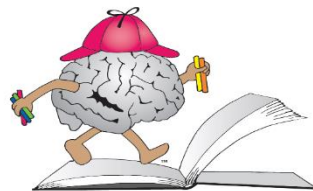


**How Students used Resilience to Rally against Racism for Rights**



**Teacher's Edition**

CLOSE Reading Discussion Guide with Text Dependent Questions

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

### **Reading Standards**

- 6RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes)
- 6RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- 6RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.
- 6RL.9 Compare and contrast texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories in terms of their approaches to similar themes and topics.)

### **Language Standard**

- 6L.4 Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grade 6 reading and content choosing flexibly from a range of strategies.
  - a) Use context (e.g. the overall meaning of a sentence or paragraph; words, position or function in a sentence as a clue to the meaning of a word or phrase.)
  - d) Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or dictionary.)

### **Writing Standards**

- 6W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 6W.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

## Lesson Plan- "SIT-IN: How Four Friends Stood Up By Sitting Down"

**Days 1-2:** Introduce students to the read aloud book

**Teacher Says:** We are going to learn about how elementary, middle, high school and college students, like Dr. Martin Luther king Jr. and other Civil Rights leaders, used non-violence and helped to change laws that did not treat people equally because of the color of their skin. We will conduct a CLOSE read of two picture books, have classroom discussions, answer text dependent questions and complete a writing task. **(Show students the two books.)**

One of the primary character traits that we will examine in the people we read about is *resilience*. People who have resilience are willing and able to deal with obstacles- things that make it difficult for them to live and work. Resilient people have a strong willingness to work extra hard for what they want and believe in. Resilient people don't give up when something is too hard for them. Resilient people are emotionally strong. They have a positive sense of who they are and what they want. They don't let other people who don't believe what they believe, tell them how they should act or live.

**Note to Teacher:** Planning prior to reading the story to the students

- Conduct a CLOSE read and annotate the story a day or two before you begin to read it to your students.
- Read the title and show students the book that you will read. Ask students to make predictions or inferences on what the book will be about. Write students' predictions/inferences on chart paper.
- Inform students that they will get a copy of the text to conduct a CLOSE read using meta-textual markers and pencil annotations.
- Discuss the genre of the book- *literary non-fiction*.
- Create a large chart with the description and elements of literary non-fiction.

### *Literary Non-fiction*

- *Literary non-fiction is a genre of writing that uses literary style (figurative language- metaphor, simile, personification; vocabulary-connotation, denotation, idioms, imagery, mood) and techniques (cause & effect, comparison/contrast, emotional appeals, characterization) to create factually accurate narratives.*
- *Literary non-fiction is writing that describes real people, places, events and ideas.*
- *Literary non-fiction presents a point of view*
- *The writer puts an emphasis on concrete sensory details and precise and skilled use of words and tone.*

- ❑ You will need to refer to the following literary device posters (*idiom, metaphor, simile, personification, imagery, tone, point of view and theme.*)
- ❑ You will need the following social development theme posters (*Self-Control, Self-Confidence, and Sense of Achievement*)
- ❑ Write the essential question on chart paper. The EQ will be explored during the readings of the books.
  - **Essential Question:** How do authors of literary non-fiction help the reader to visualize and experience events in history and understand the beliefs, feelings, and motivation of the people who helped to make history?

### *Anchor*

*Andrea Davis Pinkney writes about the students' role in the Civil Rights Movement. Through the use of the genre of literary non-fiction, Pinkney tells a story of how four young college students were motivated by the words and teachings of Dr. Martin Luther King, Jr. to stage a sit-in at Woolworth's lunch counter in Greensboro, N.C. on February 1, 1960 to protest segregation in public settings.*

*Pinkney utilizes figurative language to elaborate on the important historical concepts and ideas of the Civil Rights Movement and highlights the difficult behaviors and events experienced by the protestors. For example, her use of the simile, "at first, they were treated like the hole in the doughnut-invisible," gives the reader the feeling that the waitress ignored the students as if they were not seated at the counter. The reader is able to conceptualize the feeling of being ignored, treated as if you were not seen, by their knowledge of a hole in a doughnut. Pinkney's use of the simile about being invisible and disregarded truly communicates how people who believed in segregation felt about black people.*

- ❑ Students will encounter many examples of figurative language and multiple-meaning words and phrases in the story. To help them to understand what the author has written you will need to discuss these words and phrases and apply the appropriate meaning in context. Figurative language and multiple-meaning words and phrases are criterion of complex text. Below is a chart of the examples of figurative language used in this story.

**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. (Self-Control)

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. (Sense of Achievement)

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. (Self-Confidence)

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. (Resilience)

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 (Resilience)

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. (Sense of Achievement)

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:

**(This is also a text feature)**

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. **(Resilience)**

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. **(Sense of Achievement)**

It was worth the wait.

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

Day 2 Vocabulary Lesson Plan



 <p>Quincy Question</p>	<p><b>Essential Question:</b> How is a strategic or good reader like a detective?</p> <p><b>* Engage students in a conversation before you provide the explanation. You want to engage them in a meaningful discussion to see if they can make the connection. This will help students to learn to make connections between the ideas that an author and illustrator make in a story.</b></p>
 <p>Patsy Period</p>	<p><b>Teacher Response:</b> Just like a detective looks for clues to solve a puzzle or a mystery a strategic or good reader looks for clues to the meanings of unknown or multiple-meaning words. When good readers are reading a story and they come to a word that they do not know the meaning or they may know the meaning but it does not seem to make sense in the sentence they are reading, they don't skip the word or stop reading the story. They can do a few things before asking the teacher or a classmate what the word means.</p> <p>Today we will act like detectives (detectives) and look for clues that help us to figure out what <b>unknown</b> or multiple-meaning words mean in a sentence. The prefix -un means "not". When something is known we are familiar with it. So if the word is unknown that means we do not know it. Sometimes the author or illustrator will give clues to help the reader know what a word means. Let's see if you can figure out the clues to the underlined words in the contexts of the passages on the chart or SMART board.</p>

**Teacher Response:** Look at the example on the chart paper. After I read the passage talk to your partner to see if you can find the clues that will help you to answer the question. You will have to pick the letter choice that gives you the meaning of the underlined word. (Give students time to discuss the answer.)

## Reading and Language Standards

- 6RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- 6L.4 Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grade 6 reading and content choosing flexibly from a range of strategies.
  - a) Use context (e.g. the overall meaning of a sentence or paragraph; words, position or function in a sentence as a clue to the meaning of a word or phrase.)
  - d) Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or dictionary.)

**Copy this example on chart paper or put it on the SMART Board.**

 <b>Patsy Period</b>	<p>David, Joseph, Franklione, and Ezell sat while everyone else got served. At first, they were treated like the hole in a doughnut-invisible. Others tried to ignore them. The waitress watched and refused them. This was a <b>sign</b> of the times: WHITES ONLY.</p>
 <b>Quincy Question</b>	<p><b>1. Determine</b> what the word <b>sign</b> means in this context.</p> <ul style="list-style-type: none"> <li>a) A billboard that advertises someone’s business</li> <li>b) When someone writes their name in cursive</li> <li><b>c) Something that is typical of the way things are</b></li> <li>d) A motion gesture to express a command.</li> </ul>

**Rationale:** The actual phrase, “sign of the times” is an idiom that refers to the behaviors or mannerisms that represent a time period in history. The context clues are “They were treated like the hole in a doughnut-invisible.” “The waitress watched and refused them.: and the text feature in large print, WHITES ONLY. These all represent behaviors that were typical of the way things were during that time period.

**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

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

**Days 3-4: Figurative Language Author's Craft Lesson**

**Materials Needed:**

- CLOSE Reading Text- (SIT-IN; How four friends Stood Up by Sitting Down), metatextual markers, pencil for annotations
- Literary Device cards
- Large CLOSE Reading poster
- Chart paper



**Eric Exclamation**

**Essential Question:** How do authors show the mood of their characters and **depict** the tone of their writing?

**Note to teacher:** Teach your students that the word **depict** also means show. The prefix “**de**” means away, removal, separation and the Latin Root “**pict**” means to paint or make a picture. If you put the parts together like a puzzle, you get the word **depict**, which means to separate a picture or show.

**\* Engage students in a conversation before you provide the explanation. You want to engage them in a meaningful discussion to see if they can make the connection. This will help students to learn to make connections between the ideas that an author and illustrator make in a story.**



**Patsy Period**

**Teacher Response:**

The **mood** is how a person feels. A person's mood can be, lonely, angry, happy, sad, confident or even serious. To be serious is to be focused. The **tone** is the overall attitude of what is happening, the setting. The author communicates the mood and tone, through words. She provides the reader with her perspective. A person's perspective is how he/she sees things. The prefix **per** means each. The root **spect** means to see. When we speak of someone's perspective we mean, how does this person see something. **For example**, Pinkney writes, “*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 the doughnut-invisible.*" Pinkney creates a discriminatory tone by using language to suggest to the reader that the story takes place during the time of racial segregation. She immediately lets her readers know that the four students were the "only Black kids at the counter" and everyone else was served. Her use of the simile, "**they were treated like the hole in the doughnut**" lets the reader know that black people during that time period were not treated as humans and they were ignored.

The author also gives the readers words to describe the mood of the four students. She writes, "*Woolworth's was busy, so the friends waited. Patiently. Silently. Without a fuss.*" Pinkney uses single words and a phrase to describe the mood of the students. These words and phrase help the reader to visualize students who are focused. Her use of the words "*friends, patiently, silently*" also supports the reader being able to make additional inferences about how the four college students felt about what they were doing and what important character traits the students will need to have to be involved in non-violent protests. They will need, self-control, discipline, love, and resilience.

**Teacher Response:** The task you will complete will require you to make an inference about what the author is trying to get the reader to see or understand about the students involved in the Sit-In Movement. What do I mean by the word **inference**? The prefix "in" for this word means "to" the root "**fer**" means carry as in the word **ferry**. **A ferry is a boat that can carry people or supplies across a short stretch of water. The root "fer" is also in ferris wheel. This is a ride at a carnival or amusement park that carries you up and around. Well, when you make an**

**inference, you carry meaning or information away from the story.**

**Directions:** We will now conduct a CLOSE read of our text for examples of figurative language. Using your blue metatextual marker, highlight the examples we find. We will also write notes to indicate what the author meant when she used the literary device. You will write your examples on a literary device worksheet. You will work with a partner and make an inference as to what the author meant when she wrote that sentence.

**Note to Teacher:** This is may be an introduction or review to figurative language. Be sure to **introduce the literary device cards and post them** for the students to see.

**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.

<b>Literary Device Example</b>	<b>Intended Meaning</b>
"At first they were treated like the hole in the doughnut-invisible."	The author used this <b>simile</b> 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 author uses a <b>metaphor</b> and compares integration to a recipe. With integration you need to mix white people with black people. The different races of people are the ingredients. In a recipe you have different ingredients to make something. Just like integration, cooking a dish takes time if you want it to come out right.
"The young people knew the menu by heart."	The author uses an <b>idiom</b> to communicate that the young students had memorized the menu. They did not want to cause any trouble. They knew the waitress would not give them a menu. They just wanted to order coffee with cream on the side and a doughnut.

<p>“What had started in Greensboro spread faster than a grease fire.”</p>	<p>The author used a <b>simile</b> to communicate how fast other students had staged sit-in movements across the country. A grease fire spreads really fast once the grease goes into flames. Pinkney used this simile to let her readers know that lunch protests began in Virginia, Tennessee, Alabama and Atlanta and many other southern town.</p>
<p>“...if black people and white people could break bread together, everyone would pass the test.”</p>	<p>The author used an <b>idiom</b> to communicate what would happen if black and white people ate together. The idiom “break bread together” means eat together. She stated that 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>The author uses <b>imagery</b> and a <b>descriptive structure</b> to communicate what happened to the students. She identifies the food item and then follows up with a verb of what happened appealing to the senses of the reader.</p>
<p>“Some shops were forced to integrate to keep their business alive.”</p>	<p>The author uses an <b>idiom</b> to communicate how some business were made to integrate or they would have to close their business. “to keep their business alive” means they needed money. In the end they had to make a choice, accept everyone’s money or close the business.</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 author uses an <b>idiom</b> to communicate what motivated President Kennedy to do something about racial discrimination. The phrase “got a taste of” does mean he tasted SNCC’s integration with his mouth, but that he witnessed what the students were going through to get rid of segregation. The President witnessed the hatred on TV.</p>
<p>“The hard work and courage of those brave students paid off.”</p>	<p>The author use of the <b>idiom</b> that the hard work and courage of those brave students paid off means they were successful in integrating the lunch counters. Usually when you pay for something you use money. The students paid for integration with hard work and courage.</p>
<p>“They had taken a bite out of segregation.”</p>	<p>The author’s use of the <b>idiom</b>, “They had taken a bit out of segregation” means they were starting to get rid of it. The use of the word bite means there was more of segregation to eat. Their success in integrating the lunch counters was just one institution that was segregated. There were still segregated parks, swimming pools, libraries etc. There were more bites to take.</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>	<p>The author uses a <b>metaphor</b> to communicate that the students desired or yearned for equality. She compares it to being hungry.</p>

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



**Days 5-6: Key Details Lesson Plan**

**Reading Standards**

- 6RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6RL. 2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes)

**Materials Needed:**

- CLOSE Reading Text- (SIT-IN; How four friends Stood Up by Sitting Down), metatextual markers, pencil for annotations
- CLOSE Reading Note-taking Form
- Chart paper
- Large CLOSE Reading poster with a focus on the types of key details
- Bailey’s Taxonomy of Social Emotional Development Themes
- Text Dependent Questions

 <p><b>Quincy Question</b></p>	<p><b>Essential Question:</b> How does a strategic or good reader search for information?</p> <p><b>* Engage students in a conversation before you provide the explanation. You want to engage them in a meaningful discussion to see if they can make the connection. This will help students to learn to make connections between the ideas that an author and illustrator make in a story.</b></p>
 <p><b>Patsy Period</b></p>	<p><b>Teacher Response:</b></p> <p>When a strategic or good reader searches for information she asks and answers questions. If you look at the word question you will see a base word “quest”. The base word <b>quest</b> means to seek or search. When you are seeking or searching you are looking for something or someone. Our eyes help us</p>

to seek. Questions are a way to search for information. When a teacher gives you questions about a story, she wants you to go on a journey or adventure through the story to search for information. One of our educational friends from the Punctuation Posse Patrol, Quincy Question will teach us about how certain questions give the reader different information. The different information when put together helps the reader to know what message the author is trying to communicate. Putting the information together is like putting together a puzzle. All of the pieces are very important to the central message.



**Quincy  
Question**

**\* Display Quincy Question in front of the class.**

Teacher Response:

Quincy Question asks about

- **Feelings**- How do you think the college students felt about racial segregation?
- **For help**- Who helped to motivate the students to join the Civil Rights Movement?
- **Facts**-Who was Ella Baker?
- **Directions**-What are the steps for planning a non-violent demonstration?

Quincy Question asks who, what, when, where, why, which and how.

Students it is important to know that not all questions can be answered by just reading the words on a page or by looking at the pictures. Sometimes the reader will need to look for clues that the author and illustrator have left to help them to answer questions and understand the author's message. Another method or way that readers understand the author's message is by discussing the story with their classmates. Other students share questions and ideas that they have about the story that help other readers to understand the story.

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

**Key Ideas and Details**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Conduct a CLOSE read of the text, "SIT-IN: How Four Friends Stood Up by Sitting Down" and highlight examples of key details in the text using your orange metatextual marker. Use your pencil to annotate the type of detail you have highlighted. For example, factual data, emotional examples, connotative meanings... The following text dependent questions should help you to identify the key details.

1. Elaborate on how the SIT-IN Movement began. Include details about who started it and when and where it was started.

*The Sit-In Movement was a non-violent protest strategy started by four college students in Greensboro, N.C. On February 1, 1960 David, Joseph, Franklin and Ezell had a plan to integrate the Woolworth's lunch counter. They decided to sit at the lunch counter until they were served. They would stay in Woolworth's until they closed and return the next day and do the same thing. Their goal was to order something simple that would not require a lot of work or require that read a menu.*

2. What Civil Rights strategy did the college students use. Explain the plan.

*The college students used Dr. King's non-violent strategy. They decided that they would not order anything that took a long time to prepare. They did not have to read a menu and waste time. They simply ordered a doughnut with coffee and cream on the side. They all had the same order. They used patience, discipline and self-control. They did not want to give the restaurant owner any excuse for kicking them out of the restaurant. They did not fight or talk back to the people when they poured food on them and yelled at them.*

3. Infer why the Sit-In Movement was successful.

*The Sit-In Movement was successful because of the publicity that the students received and the resiliency of the students. Information about what they were doing appeared in the newspaper and on television. People across the world saw students being treated horribly because of the color of their skin. They also saw that the students were not fighting back but sitting peacefully and patiently. Many other students joined this movement and sit-ins began to spread throughout the*

*south. The president of the United States saw what was happening to the students and decided that he had to make a law against segregation in public places.*

4. Describe the bad treatment received by the protestors.

*The protestors received very bad treatment. They had coffee poured down their backs, milkshakes thrown in their faces, pepper thrown in their eyes and ketchup dumped on their heads. They also endured people yelling and screaming at them.*

5. Explain who Ella Baker was and what role she played in the Civil Rights Movement.

*Ella Baker was a Civil Rights activist who organized a student youth conference to help the young demonstrators. She also helped them to form their own organization called the Student Nonviolent Coordinating Committee-SNCC.*



6. Explain what the Civil Rights Act was. Use evidence from the text to support your answer.

*The Civil Rights Act outlawed segregation in public places. President Lyndon B. Johnson made the act a law in 1964 which banned segregation in public places.*

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

**Days 7-8: Text Features and Text Structures Lesson Plans**

- 6RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes)
- 6RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.
- 6W.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

 <p><b>Quincy Question</b></p>	<p><b>Essential Question:</b> What tools help an author/illustrator to build a great story/craft an image or share information?</p> <p><b>* Engage students in a conversation before you provide the explanation. You want to engage them in a meaningful discussion to see if they can make the connection.</b></p>
 <p><b>Patsy Period</b></p>	<p><b>Teacher Response:</b></p> <p>The author and illustrator work together to tell a story. When we answer questions we need to read the words and look at the pictures to know what the story is about. Just like a construction worker uses tools to build a house an author and an illustrator use tools to construct or build a story.</p> <p>A construction worker might use a list of things like, a hammer, nail, tape measure, wrench, wood, screws, pipes and many other materials. An author and illustrator's tools are different. The author's main tools are pencils, pens, paper, or a computer to write their ideas using words The author also uses writing techniques to put emphasis on important parts of a story. An illustrator uses pencils, paint, and the author's words.</p> <p>As I have mentioned earlier, this summer we are reading about an important time in history, the Civil Rights Movement. This time-period is difficult to teach and the information is very</p>



complex. However, author, Andrea Davis Pinkney and her husband illustrator, Brian Pinkney have teamed up and written a book that includes text features, text structures and figurative language to help young students to understand this historical event.

Andrea Pinkney uses text features such as captions, quotes, bold words and illustrations. For example, to highlight that the restaurant did not serve black people she includes a large caption that reads, "WHITES ONLY." Each letter in the phrase is capitalized and the words are much larger than the rest of the text on the page. This text feature is used to highlight or emphasize the segregation laws and clearly gives the reader the perspective of the restaurant owner. The illustrations support the writing. On the page with the text the reader observes black and white customers sitting separately. There is food in front of the white patrons, but not in front of the black patrons. **(Show the students the pages.)** These text features help the young reader to understand the concept of racial discrimination.



**Quincy Question**

**Essential Question:** How are punctuation marks and transition or signal words like traffic signals?

**\* Engage students in a conversation before you provide the explanation. You want to engage them in a meaningful discussion to see if they can make the connection.**



**Patsy Period**

**Teacher Response:**

When people drive cars on the street they must obey the traffic signals. A traffic light has three lights, red, yellow and green. When the light is red, cars must stop. When the light is yellow, cars must slow down. When the light is green, cars can drive. If cars don't obey the traffic signals, they can get into accidents and cause a lot of problems for many people.

Well, just like people driving cars must obey the traffic signals, students reading stories and writing sentences must obey punctuation marks and transition words. They are the signals used with words to help people to read and

understand the author's words without causing comprehension accidents. Punctuation marks are periods, commas, exclamation points, quotation marks, apostrophe's and question marks. They can be found in words, before words, after words and at the beginning, middle and end of a sentence or question. These punctuation marks do more than just help readers to travel through text without bumping into other words or key points or important information that the author is trying to communicate. For example, the exclamation mark defines strong feelings and is known for scolding, showing alarm, giving commands, and making some noise. In the story we read the words, "We don't serve your kind!" and "Go home!" These words are in quotation marks and end in with an exclamation point. The reader can infer that these are the words of the restaurant owner or waitress because they are in quotation marks. The reader can also infer that the person is specifically giving a command.

Knowledge of punctuation marks and how they help the reader to understand the author's message is important to conducting a CLOSE read of the text. The use of punctuation marks extends far beyond place holders to determine when one thought begins and ends. In the example that was provided, you can see that Eric Exclamation has far more responsibility than just showing excitement. He also gives commands. However, only through context can the reader determine how the exclamation point provides meaning. In this same example the exclamation point also provides the reader with an indication of the tone of the setting. It is hostile, unfriendly and even unsafe.

**Transition** or signal words provides the reader with clues to how the sentences are structured. When the author is using dates she is providing clues as to the when the story is taking place. This is called **chronology/time order**. There are many transition words that show how sentences are structured. For example, words that signal a **sequence structure** include first, next, then, and last. A **description structure** can use adjectives and adverbs; invisible, hungry, polite, determined,

patiently, silently to name a few. Words that appeal to the senses are also used in a descriptive structure. **Compare and contrast** signal words might include words and phrases like; instead, still, different from, similar to, and compared with. Other sentence structures are cause and effect and problem and solution. Signal words that help to structure **cause and effect** structures will have the words, as a result, therefore, because, thus and consequently. In a **problem and solution** text structure you will see the words or phrases because, solve, since, leads to, a problem a solution and leads to.

When the reader is aware of the different signal words, that knowledge helps him or her to travel through text without any problems. The reader is aware of how the author has structured the text and can make predictions as to how and what the author will write.



8. Elaborate on what text structures Pinkney uses to communicate the theme of resilience demonstrated by the college students involved in the Sit-In Movement. Also include a discussion of how she used figurative language to illustrate the obstacles the students faced. You may use your text structure placemat to help you identify the examples in the text.

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