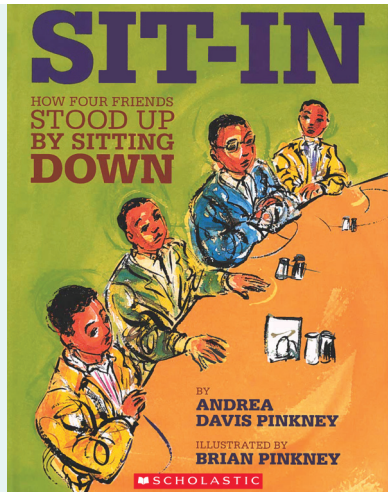


Sit-In: How Four Friends Stood Up by Sitting Down

written by Andrea Davis Pinkney; illustrated by Brian Pinkney



AT A GLANCE

Sit-in: How Four Friends Stood Up by Sitting Down is the true story of how four students, inspired by the words of Dr. Martin Luther King, Jr., decided to confront the segregation laws of the South in the 1960s. Their nonviolent approach, courage, and leadership helped inspire a nation to take peaceful action to promote equal rights for all. Author Andrea Davis Pinkney's energetic writing style and Brian Pinkney's powerful illustrations bring to life a compelling account of this pivotal moment in the Civil Rights Movement.

Genre/Text Type: Informational Text/
Picture Book

Strategy Focus: Make Inferences

Social-Emotional Focus:
Relationship Skills/Social Awareness

Rising Voices Theme

Strong and Resilient
Problem-Solvers

Note to the Teacher

- **Read-Aloud Tip** Emphasize Andrea Pinkney's energetic words by focusing on the rhythm and repetition in the text.
- **Language Support** Explain that the author uses food-related language, the concept of ingredients, and a recipe format as an extended metaphor for integration.
- **Background** Note that the author included a Civil Rights Timeline in the book. You may wish to explore with students other peaceful protests that were part of the Civil Rights Movement.

Vocabulary

- activist** (p. 28) someone who fights for a cause or change
- dignity** (p. 27) a calm, respectful, and serious manner
- integration** (p. 7) the combining of separate groups
- lash out** (p. 21) to attack or strike back; to attack with words
- segregation** (p. 6) the separation of people based on race or another factor

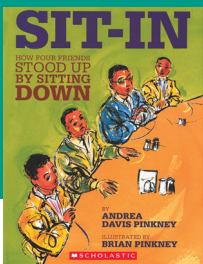
INTRODUCE THE BOOK

Show students the front cover and read the title. Ask students if they know or can figure out what a sit-in is. Guide students to understand that a sit-in is a peaceful means of protest. *Authors write informational text to inform readers about real-world events. This book describes the efforts of the four students pictured on the cover—David, Joseph, Franklin and Ezell—to win the right for African Americans to eat in all-white restaurants in the segregated South. Let's find out how their efforts sparked change during the Civil Rights Movement.*

DURING READING

As you read the book, pause to discuss the questions below. Encourage students to turn and talk with partners or share their thinking with the whole group.

- pp. 2–5** *Based on what we've read so far, what do you think the four friends were planning? Why didn't the four friends leave when they were treated like they were invisible? (make inferences)*
- pp. 6–11** *The author refers to segregation and integration as recipes. How are the recipes different? How does this help you understand why the friends held the sit-in? (make inferences)*
- pp. 12–13** *The four friends inspired other students to join the sit-in. What impressed you about the students' actions? (make connections)*
- pp. 14–19** *When news of what had happened in North Carolina spread around the country, others soon joined the sit-in movement. What ideas from the Greensboro sit-in did others take to their own cities? (key ideas and details)*
- pp. 20–27** *Even when they were insulted, abused, and jailed, the sit-in participants chose not to fight back. Why was practicing peace tougher than showing hatred? (compare and contrast)*
- pp. 28–35** *The author says that the participants of the sit-in "had taken a bite out of segregation." How do the methods of the sit-in participants described in the book inspire you? (make connections)*



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AFTER READING

Strategy Focus: Make Inferences

Say: *In this informational text, the author gives both facts and clues so that readers can make inferences about the students' feelings and actions as they faced the challenges of protesting for equal rights.*

- When readers make inferences, they use details from the text and their own experiences to come up with new understandings.

Revisit pages 10–11. Guide students in making inferences about what it must have felt like to sit in a restaurant and be ignored by the employees. *Why do you think David, Joseph, Franklin and Ezell were willing to put themselves through this kind of treatment?* Finally, revisit pages 12–13. Ask the students to make an inference about why, after the news of the sit-in spread, more people showed up at the lunch counters.

Extend Literacy

Write a TV News Script Have students work in a group or with a partner to write a television news script that tells about the Greensboro sit-in, answering *who* participated, *what* happened, *when* it happened, and *why*. Have students include interview questions between a news anchor and a sit-in participant. **(informative/explanatory)**

Book Club Discussion Have students meet in small groups to revisit the text and discuss the questions below. You may wish to provide the questions on cards for students to use in their groups.

- **Strong and Resilient:** *The participants of the Woolworth sit-in were strong. Their strength helped them survive abuse and have the patience to keep the sit-in going. Think about how the four friends approached the problem of whites-only restaurants. How was their method of protest an effective solution? How did they conduct themselves with dignity, and how did that contribute to their success?*
- **New Laws:** *How did the hard work of the sit-in pay off in terms of new laws for equal rights?*

Build Social-Emotional Awareness

The participants of the Woolworth sit-in understood the importance of having respect for all people and working together to bring about social change. Their approach to an unjust law inspired many people to join them in the quest for equal rights. When many people work together to achieve a goal, they are using teamwork. How did teamwork help the sit-in participants bring about change? Why is teamwork an important part of bringing about any big change? Have students turn and talk with a partner. Then select a few students to share their thinking with the class.

(CASEL Competency relationship skills/social awareness)

A Recipe for Peace and Equality The author of this book offers a recipe for integration on page 33. The book includes ten steps to be followed. How would a recipe for peace and equality look today? Have students work in groups to create their own recipe cards with steps to achieve peace and equality. Encourage students to illustrate their cards. Have groups share their recipes with the class.

Connect to the Internet

Interview with the Greensboro Students Visit the following site to find excerpts to share with the class from an interview with “Three of the Greensboro Four” sit-in participants. Note: There are also audio clips of the interview: www.wunc.org/post/three-greensboro-four-their-own-words.