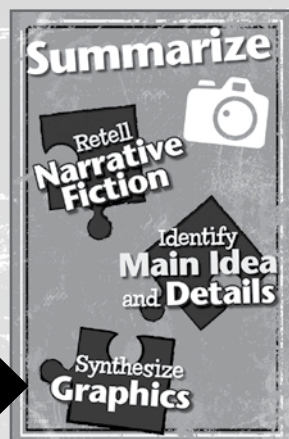


Unit 2: Summarize

2C

Sitting Down to Take a Stand

Summarize



Objectives

- › Use text structure to comprehend a variety of texts.
- › Summarize information provided in graphics.
- › Engage in a group discussion by asking for more information to analyze and critique the text.

Extension Options

- › **Write It:** Write a journal entry.
- › **Work Together:** Work with a group to write a poem.

Materials

- › copies of Text Card 2C, "Sitting Down to Take a Stand"
- › *Student Guided Practice Book* pages 47–52
- › Summarize poster
- › digital tools, sheets of paper, sticky notes

Strategy Focus: Synthesize Graphics

Identifying and observing graphic elements not only provides important information, but can help us summarize the text. By combining details from graphic elements with information from the body text, we can enhance our overall understanding. A time line is a useful way to display a summary of a sequenced text. The time line in this article includes dated captions and primary source photographs. Students will read Text Card 2C, "Sitting Down to Take a Stand," and use a cause-and-effect organizer to record causes and effects from the article.

Big Idea

Rights

Essential Question

How would you convince someone to stand up for others people's rights?

Text Overview

Summary

This article tells the story of four teenagers who stood up for the rights of black Americans. In the 1960s, there was unfair treatment against black Americans. The boys wanted to change that, so day after day they sat at a white-only lunch counter and ordered coffee. Each day, they were refused. They were finally served after six months. Their courageous act changed history. (Informational Text)

Key Words

legacy
segregation
standoff

Text Measurements

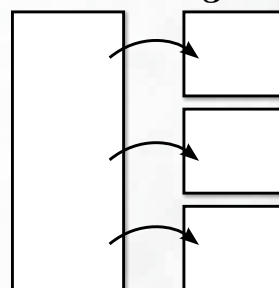
Lexile: 900

Text Structure: Cause and Effect

Structure Vocabulary

cause, effect, because, result, affect, change, consequence, due, since

Structure Organizer



Synthesize Graphics

2C Day 1: First Read

Summarize

Sitting Down to Take a Stand



Look Before You Leap

Explain that you will read this text card to answer the Essential Question: *How would you convince someone to stand up for others people's rights?*

Graphics Walk

- Engage students in the **Silent Conversation** protocol. Before the lesson, write each of the following questions on its own sheet of paper.
 - Look at the photo on the top of the front side of the card. What does it tell you about the story?
 - Look at the photo on the back of the card. Look at the walls. What can you determine about the purpose of the diner now?
 - What does the title tell us about the article?
- Give each student one of the prepared papers. Instruct students to silently review the information and look for answers in the text. Invite them to find space on the paper to write or draw responses. Then, have students rotate papers and complete the procedure. Continue until each paper has returned to its original student.

Cultural Responsiveness:

By using the Silent Conversation protocol, you are validating cooperative behaviors while students develop nonverbal communication skills and build stamina relevant to the culture of the classroom.

Introduce Key Words

Have students turn to the key words list. Read each word and definition aloud. Let students know that they will add to the definitions after reading the words in context.

legacy (n.)—something that is handed down or received from the past; *Alexander Hamilton left behind a **legacy** of achievements.*

segregation (n.)—the separation of people based on skin color; *Rosa Parks challenged Alabama's laws on **segregation**.*

standoff (n.)—an inability to agree on something or for either party to move forward; *The politicians failed to make a deal after a six-hour **standoff**.*

Identify Text Structure

Explain that this text is organized in a cause-and-effect format. It is an informational text about the courageous act of four teenage boys. Say, "As you read, ask yourself, *What did the boys do (cause) and what was the effect?*"

Beginner or Intermediate Language Learners:

Draw a cause-effect organizer on the board. Provide some sample causes, and have students tell you some possible effects. (*If the rain doesn't stop, an effect would be we have to eat lunch inside.*) Point to the boxes on the organizer as you discuss the causes and effects.

Synthesize Graphics

Read and Think

Introduce/Model the Strategy

1. Students will practice the strategy of synthesizing graphics. Say, "Sometimes, the graphics provide information that the author does not provide in the text. By looking at the graphics, we can synthesize, or combine, the ideas we gather to increase understanding. One way to do this is by previewing the graphics before reading to gather information. Then, we can review the photos again after reading to determine whether they provide additional information or confirm information in the text. Doing this helps us gain the most information possible from the text."
2. Use the following think aloud to model the strategy.
 - › Read the first two sentences. Then say, "Reading these sentences helps me to better understand the photo at the top of the card. These are the boys mentioned in the article. They are there to order coffee, and the waitress won't serve them. I wonder why, and I wonder whether the boys knew they wouldn't be served."
 - › Read the rest of the paragraph. Then say, "Okay, now this is starting to make sense. The boys were trying to make a point about the unfair treatment of black Americans. Looking at the other photos on the card, it appears that other black Americans were also standing up for their rights. I'll continue reading to learn more."

Prompt Strategy Use

1. Have students read the remaining text as a group, using the **Jump-In Reading protocol**. Provide students with the autonomy to choose when to "jump in" and take turns reading aloud. Remind the class to wait for a natural pause before starting to read aloud.
2. Encourage students to reflect on the photos while reading.

Cultural Responsiveness:

By using the Jump-In Reading protocol, you are simulating the flow of conversation and validating spontaneous cooperation while students practice school-culture norms for turn taking and situational appropriateness.

Technology:

Digital Text Card 2C, "Sitting Down to Take a Stand," can be accessed on the *Exploring Reading* USB Device and displayed for the group. Additionally, an audio recording is available for students to listen to while following along with the text.

2C Day 2: Second Read

Summarize

Sitting Down to Take a Stand



Read the Way You Speak

Work with students to choose a dynamic section of the text on *Student Guided Practice Book* page 47 to read aloud with expression. Demonstrate how reading with expression makes the reading more interesting and more like speech. Encourage students to think about the characters' feelings and read with emotion.



Strategy Poster

1. Display the Summarize poster and point to Synthesize Graphics.
2. Discuss the usefulness of synthesizing graphics. Say, "There is so much information to be gathered from an article. Some of the information comes through words, some through graphics, and some through captions. We learn the most and increase our understanding the most when we combine information from all of these sources."

Intermediate or Advanced Language Learners:

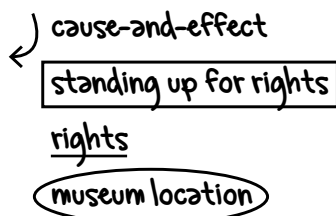
Guide students to look for cause-and-effect relationships. Ask, "What were the effects of the boys sitting at the lunch counter day after day? The time line tells us about more acts of bravery. What happened as a result?"



Read with a Pencil

Guide students as they annotate the text on *Student Guided Practice Book* page 47.

Creating a symbol key may help students keep track of different types of thinking. Have students write the following annotation marks in the bottom margin of the text.

**Technology:**

You can model annotations by projecting Digital Text Card 2C to the group. After completing items A–C as modeled on page 87, you may choose to have students independently complete item D by accessing annotation tools on individual devices. Students are given a purpose for reading and can use annotation tools to record their thinking.

Synthesize Graphics

A

Draw an arrow to connect what the teens did (the cause) to the result (the effect). Jot a note about how sitting down at a lunch counter relates to standing up for rights.

The boys did not do anything violent, but they did break a law.

C

Circle the location of the museum. Jot a note about why the location is important.

The museum is in the store where the lunch counter was in 1960. It reminds people about a time in history when change was needed.

B

Put boxes around the sentences in the time line that show the effects of standing up for rights. In the margin, write a thought about the length of time it took for equal rights to become law.

20 years

D

Underline the rights brought about by the Civil Rights Act. Jot a note about what this resulted in for African Americans.

better jobs, go where they wanted to go, and let their voices be heard

Sitting Down to Take a Stand

In 1960, the Greensboro Four found their place in history.

On February 1, 1960, four black teens sat down at a "whites-only" Woolworth's lunch counter in Greensboro, North Carolina. Franklin McCain, Joseph McNeil, Ezell Blair Jr., and David Richmond wanted much more than the coffee the waitress refused to serve them. Their goal was to stop the unfair treatment of black people at that lunch counter and many other places in the United States.

The "Greensboro Four" continued to return to the lunch counter every day. Friends and supporters joined them. After six months, the **standoff** ended, and the students were finally served.

Peaceful Protesters

Six years before the sit-in, the Supreme Court ruled that school **segregation** was illegal. Still, little had changed in much of the country, particularly the South.

"Segregation was an evil kind of thing that needed attention," says McNeil. The Greensboro teens were inspired by Martin Luther King Jr. They believed in bringing about change through nonviolent protest. News of the sit-in quickly spread. Within two months, sit-ins occurred in 54 cities in nine states.

Holding On to History

These demonstrations helped put pressure on lawmakers. In 1964, President Lyndon B. Johnson signed the Civil Rights Act. This law ensures equal rights for all Americans in employment, voting, and the use of public facilities. Greensboro "turned the history of America around," says Bill Chafe, a historian at Duke University.

The International Civil Rights Center and Museum opened in 2010. It is located in the

same building where the sit-ins began. Museum visitors can get a glimpse of the famous sit-in and counter where the Greensboro Four sit. Their **legacy** lives on.

A Long Road

1954 The U.S. Supreme Court rules in *Brown v. Board of Education* that segregation by race in public schools is illegal. The ruling allows black and white children to attend the same schools.

1955 Rosa Parks is arrested in Montgomery, Alabama, for refusing to give up her seat on a bus to a white passenger.

1957 Nine black students enroll at all-white Central High School in Little Rock, Arkansas. They become a symbol of the fight over school segregation.

1960 The Greensboro Four make history in North Carolina.

1961 Throughout the South, Freedom Riders test laws that segregate black and white people on public buses and trains.

1963 Martin Luther King Jr. gives his "I Have a Dream" speech.

1964 President Lyndon B. Johnson signs the Civil Rights Act of 1964.

1965 Congress passes the Voting Rights Act. It outlaws practices that keep black people from voting.

—By Suzanne Zimble



2C Day 3: Third Read

Summarize

Sitting Down to Take a Stand



Words to Know

1. Turn to Words to Know on *Student Guided Practice Book* page 48 to review the key words list.
2. Have students add words and drawings to the Notes column for one or two words. For example, students might sketch a grownup handing something to a child to show *legacy* or write a sentence about a different type of *standoff*.
3. Direct students to choose one or two words they found challenging. They may work in partners to record the part of speech, definition, and notes.



Read and Find

1. Guide students to skim the text on *Student Guided Practice Book* page 47 to gather details that will help answer the Essential Question.
2. While searching for details, have students analyze the cause-and-effect structure and complete the graphic organizer on *Student Guided Practice Book* page 49.
3. Monitor students as they work, and provide feedback.



Talk about It

1. Guide student discussion of the Essential Question: *How would you convince someone to stand up for other people's rights?*
2. Engage students in the **One-Three-Six** protocol. Have students independently record their thoughts regarding each of the following questions:

- › How do the time line and the article help the reader understand the issue of rights?
 - › What do you learn from the time line about the Civil Rights Movement?
 - › What do the time line and article tell you about the number of people who stood up for equal rights?
3. Then, have students get in groups of three to share their responses and discuss how these responses can help answer the Essential Question.
 4. Finally, students combine into a group of six, sharing their ideas and coming up with one final answer to the Essential Question.

Cultural Responsiveness:

By using the One-Three-Six protocol, you are validating cooperative and relational behaviors while students practice school-culture norms for reviewing content and developing discussion skills

Beginner or Intermediate Language Learners:

Provide discussion response frames.
The time line and article help the reader understand _____.
The time line tells me _____ about the Civil Rights Movement.
The time line and article tell me that _____.

Synthesize Graphics

Day 4: Wrap Up

Sitting Down to Take a Stand



How Words Work

1. Have students turn to How Words Work on *Student Guided Practice Book* page 50 to practice identifying compound-complex sentences.
2. Read and review the information about complex sentences at the top of the page. Be sure students understand that compound-complex sentences build on complex sentences.
3. Have students work independently, in pairs, or with your guidance to label the independent clauses and dependent clauses.
4. Encourage students to notice compound-complex sentences in their reading, writing, and speech throughout the day.



Quick Check

1. Assign the Quick Check on *Student Guided Practice Book* page 51.
2. Provide time for students to complete the assessment. Encourage them to underline text evidence for their answers.
3. Review student responses as a group. Acknowledge incorrect answers, and guide students toward text evidence that supports the correct answers.

Summarize

Synthesize Graphics

2C Day 5: Extension Options

Sitting Down to Take a Stand

Summarize

Choose one of the extension options for students to complete. Or, revisit the Big Idea on Student Guided Practice page 34. Read the prompt together, and review the expectations.

**Work Together**

1. Engage students in the **Merry-Go-Round** protocol. Have students turn to *Student Guided Practice Book* page 52 to review the following Work Together prompt.

Write a poem about the Greensboro Four. Write about what they did and what happened as a result.

2. In groups of three, students take turns sharing a thought or reaction to the prompt. Responses are limited to one to five words, keeping the rotation quick and thoughts concise. After everyone has had a chance to share, students should go around the group again. This time, have students respond to a classmate's response from the previous round.
3. After students discuss, review the following steps for collaboration. Give students one minute to create plans, outlining steps they will take to complete the task collaboratively.
 - › Make a list of what the boys did and what happened to them.
 - › Add to the list details about the attention the boys received and what finally happened.
 - › Work together to write a poem.

Cultural Responsiveness:

By using the Merry-Go-Round protocol, you are validating the cultural behavior of shared connectedness while students practice school-culture norms for turn taking and conversation.

**Write It**

1. Have students turn to Write It on *Student Guided Practice Book* page 52 to complete a written response to the text.
2. Read the prompt, and review the requirements listed below.

Imagine you are one of the Greensboro Four. Write a journal entry telling about what you did and what happened.

Responses should:

- › be written as a journal entry
 - › be written with you as one of the Greensboro Four
 - › include a clear description of what happened
3. Have students complete the writing independently or with your guidance.
 4. Select one prompt per unit to have students revise, edit, and publish.

Synthesize Graphics

Sitting Down to Take a Stand

In 1960, the Greensboro Four found their place in history.

On February 1, 1960, four black teens sat down at a “whites-only” Woolworth’s lunch counter in Greensboro, North Carolina. Franklin McCain, Joseph McNeil, Ezell Blair Jr., and David Richmond wanted much more than the coffee the waitress refused to serve them. Their goal was to stop the unfair treatment of black people at that lunch counter and many other places in the United States.

The “Greensboro Four” continued to return to the lunch counter every day. Friends and supporters joined them. After six months, the **standoff** ended, and the students were finally served.

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Six years before the sit-in, the Supreme Court ruled that school **segregation** was illegal. Still, little had changed in much of the country, particularly the South.

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same building where the sit-ins began. Museum visitors can get a glimpse of the famous stools and counter where the Greensboro Four sat. Their **legacy** lives on.

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1964 President Lyndon B. Johnson signs the Civil Rights Act of 1964.

1965 Congress passes the Voting Rights Act. It outlaws practices that keep black people from voting.

—By Suzanne Zimbler



Words to Know

Directions: Review the key words from “Sitting Down to Take a Stand.” Work with a partner or your small group to review definitions for each word. Add words or drawings in the Notes column to help you remember the words. Use the last two rows to record challenging words you or your teacher identifies.

Word	Part of Speech	Definition/Sentence	Notes
legacy	noun	something that is handed down or received from the past <i>Alexander Hamilton left behind a legacy of achievements.</i>	
segregation	noun	the separation of people based on skin color <i>Rosa Parks challenged Alabama’s laws on segregation.</i>	
standoff	noun	an inability to agree on something or for either party to move forward <i>The politicians failed to make a deal after a six-hour standoff.</i>	

Read and Find

Directions: Skim the text on page 47. Record the effects of the Greensboro Four.

Cause	Effect
The Greensboro Four changed history ...	

Think about the essential question: *How would you convince someone to stand up for other people's rights?* How were the Greensboro Four courageous?

How Words Work

Compound-Complex Sentences

In lesson 2B, you learned about complex sentences. Another type of sentence is a **compound-complex sentence**. It has at least two independent clauses and one or more dependent clauses.

Look at this sentence: *My friend and I went to the movie that I had wanted to see, and then we got ice cream near the mall.*

The independent clause is the part of the sentence that could stand by itself. It would still make sense. In the example, *My friend and I went to the movie* is an independent clause. *Then, we got ice cream near the mall* is another independent clause. The dependent clause is *that I had wanted to see*. It is not a complete sentence.

Directions: Look at the compound-complex sentences. Underline each independent clause. Circle the dependent clause.

1. At one time, segregation in schools was legal, then people were treated fairly.
2. The boys were polite, although they didn't think it was fair, not at all.
3. In North Carolina, people were treated unfairly, then people spoke up to get equality for everyone.
4. Rosa Parks got in trouble, after a bus ride, when she did not move her seat.
5. Within two months, sit-ins happened, then change started to happen.
6. After six months, it all ended, and the students were served.
7. Before too long, people came to visit, then they took pictures of the stools.

Quick Check

Directions: Choose the best answer for each question. You may use the text to help you.

1. Why did the author include a time line?

- (A) to give more background information
- (B) to make it harder to read
- (C) so readers can decide whether the information is true
- (D) to show cause-and-effect relationships

2. Why did the author include an image of the Greensboro Four?

- (A) to fill up the page so she didn't have to write so much
- (B) to show readers that during that time, cameras only took black-and-white photos
- (C) to show what the lunch counter looked like in 1960
- (D) to give readers an image from the actual event

3. From the article, we learn that _____.

- (A) the Greensboro Four were the only ones fighting for equal rights at the time
- (B) black Americans were fighting for equal rights at the time
- (C) teenagers were not allowed to be served at lunch counters
- (D) the Greensboro Four got attention but were not able to make a change

4. What is a nonviolent protest?

- (A) It is a way of making demands by writing letters.
- (B) It is a way of gathering people together.
- (C) It is a way of disagreeing without hurting anyone or damaging anything.
- (D) It is a way of getting along with everyone.

5. What was the goal of the Greensboro Four? Use details from the text to explain.

Directions: There are two prompts below. Your teacher will tell you to complete a group project or write a response. Or, you may be asked to return the Big Idea on page 34.

Work Together

Write a poem about the Greensboro Four. Write about what they did and what happened as a result.



To complete this task:

- ☐ Make a list of what the boys did and what happened to them.
- ☐ Add to the list details about the attention the boys received and what finally happened.
- ☐ Work together to write a poem.



Your response should:

- ☐ be written as a journal entry
- ☐ be written with you as one of the Greensboro Four
- ☐ include a clear description of what happened

Write It

Imagine you are one of the Greensboro Four. Write a journal entry telling about what you did and what happened.

Greensboro Four

