Notable Trade Book Lesson Plan

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

Written by Andrea Davis Pinkney

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*Sit-In: How Four Friends Stood Up by Sitting Down* eloquently describes a particular event in the Civil Rights movement, the Greensboro sit-ins. Beginning with this event, the book captures the spirit of the civil rights movement beyond North Carolina, referencing key events while including several seminal words delivered by Dr. Martin Luther King, Jr. which highlighted the importance of sit-ins to the larger Civil Rights Movement. This lesson and follow-up activities are designed for a week-long investigation into the impact of sit-ins on the Civil Rights Movement. While the lesson targets third grade, it is appropriate for all upper level elementary students. *Sit-In: How Four Friends Stood Up by Sitting Down* is used as starting point into the investigation of personal commitment, peaceful demonstration, and the broader conceptions of equity and justice. The lesson is focused on social studies but incorporates strong literacy elements.

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<td>Book Summary</td>
<td>This vividly illustrated picture book was released on the 50th anniversary of the Woolworth's lunch counter sit-in, commemorating the time when four college students sat down to protest continued segregation. Using the recipe for integration as a metaphor for the continued Civil Rights movement, Andrea Davis Pinkney shares the story of the Greensboro sit-ins while weaving in the larger national movement and the words of Dr. Martin Luther King, Jr. The book illustrates the power of peaceful protest mixed with determination and pride. After the story, an illustrated time-line of the Civil Right movement is provided, along with a historical overview detailing the Greensboro sit-ins.</td>
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<td>NCSS Standards</td>
<td>I. Culture II. Time, Continuity, and Change III. People, Places, and Environment IV. Individual Development and Identity V. Individuals, Groups, and Institutions</td>
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VI. Power, Authority, and Governance
VII. Civic Ideals, and Practices

Materials
- *Sit-In: How Four Friends Stood Up by Sitting Down* by Andrea Davis Pinkney
- *Freedom on the Menu: The Greensboro Sit-Ins* by Carole Boston Weatherford
- Copies of the menu choice board (see appendix)
- Independent work stations (centers)
  - Drawing paper, writing paper, art supplies
  - Journals
  - Additional books / resources Civil Rights Movement, Dr. Martin Luther King (see additional references and digital resources)
- Banana split ingredients for students who complete their menu (see appendix)

Objectives
1. Students will identify important events and people in the Civil Rights movement, particularly the importance of the Greensboro sit-ins.
2. Students will connect with the characters/historical figures highlighted in the book, considering their point of view and feelings.
3. Students will consider and describe notions of peace and how they think peace can be achieved today. Students will use writing, creative arts, and discussion to make connections among different historical texts while exploring the Civil Rights Movement.

Procedures

Exploration/Introduction
1. (Day 1) To introduce the lesson, talk to the students about a time they wanted something but could not have it, then have them discuss their feelings. Afterwards, introduce the segregation era and explain that, during this time, there were different rules for different people. Explain and/or discuss the inequities faced by African Americans and the injustices seen throughout the country. Mention how Dr. Martin Luther King, Jr. encouraged African Americans to engage in peaceful protests. Some people decided to protest unfair treatment by staging sit-ins. For additional information there is a quick video, http://www.youtube.com/watch?v=VDHBzB-eO1g introducing the Greensboro sit-ins.

Development
1. (Day 1) Read the book, *Sit-In: How Four Friends Stood up by Sitting Down*, by Andrea Davis Pinkney, stopping to discuss integration, the role Dr. Martin Luther King, Jr. played in the protests, and the patience that was required by the protestors.
2. (Day 1) Discuss with the students how it must have felt to be a protestor. Could they sit still for so long? What adjectives would they use to describe the protestors?
3. Closure (Day 1) Introduce the menu activity (see Appendix). Explain to
students that they must complete the main dishes, they can choose a certain number of A La Carte items (teacher decides), and, if at the end of the week, they have completed their entire menu, they can have dessert.

1. (Day 2) Review the story and menu from the previous day. Read, *Freedom on the Menu* by Carole Boston Weatherford. This is another perspective describing the Greensboro sit-ins about a little girl who wanted to participate but was too young. Continue the discussion from the previous day about how the protestors felt.

2. (Day 2, 3, 4, 5) Have students work independently during center time to complete their menus. The menus can be easily differentiated with students having differing requirements in regard to completion. For example all students could complete the main courses but the number of A la carte items required could vary to allow for student differences. A blank menu is also provided to create different assignments based on student needs. On the final day offer dessert to students who complete their assigned work successfully. A banana split is suggested because the character in *Freedom on the Menu* wanted a banana split from the lunch counter in the story.

3. (Day 5) After students complete the menu activities, discuss peace and equality today. What are things they can do to promote peace and equality right now? How are things different? How are they the same?

**Assessment**

Examine the students’ work to determine successful completion of the menu items based on individual student requirements. The menu can be used as a checklist to help students and teachers ensure completion.

**Suggested Extension Activities**

In the back of the Sit-In book by Andrea Davis Pinkney there is a Civil Rights Timeline and A Final Helping that detail the actual historical overview of the Greensboro Sit-ins. Students can research important historical figures active during this time, such as Malcolm X, Rosa Parks, Ella Baker, Thurgood Marshall, Ruby Doris Smith-Robinson and James Bevel. This lesson will correlate well with a study of Dr. Martin Luther King, Jr. There also are several additional references and digital resources students can read and interact with on a computer (see below). One of the digital resources is a Reader’s Theatre for *Freedom on the Menu*. This would be an excellent accompaniment to a literacy block. A blank menu is provided in the Appendix so it can be personalized to match other instructional goals or to extend student learning.

**Additional References**


Osborne, L. (1997). *Oh, freedom!: Kids talk about the Civil Rights Movement with the people who made it happen: (Foreword by Rosa Parks)*. New York: Knopf Books for Young Readers. ISBN: 0679858563


| Digital Resources | Freedom on the Menu Reader’s Theatre  
|                   | Greensboro Sit-ins: Launch of a Civil Rights Movement  
|                   | Facing History and Ourselves  
|                   | Voices and Choices: Civil Rights  
|                   | [http://rights.teachingmatters.org/](http://rights.teachingmatters.org/)  
|                   | The Martin Luther King, Jr. Research and Education Institute  
|                   | [http://mlk-kpp01.stanford.edu/](http://mlk-kpp01.stanford.edu/)  

### Author
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Appendix- Sample Menu:

______________’s Menu

Main Courses

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A La Carte

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Dessert

_______________________
Appendix- Blank Menu

______________’s Menu

Main Courses

A La Carte

Dessert