Title/Author: Sit-In: How Four Friends Stood Up by Sitting Down by Andrea Davis Pinkney

Suggested Time to Spend: 5 Days/ 1 Week (Recommendation: one session per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.7; W.2.3, W.2.8; SL.2.1, SL.2.2, SL.2.3; L.2.1, L.2.2, L.2.4,

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

 How have our perceptions of fairness and equality changed over time?

Synopsis

Four young black men stand up against segregation by participating in a sit-in at the Woolworth’s lunch counter. Their actions influence how others view segregation. The text includes quotes from Martin Luther King Jr. to support the viewpoint and actions of the young men.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each chapter’s questions and vocabulary work. In addition prepare any other materials (e.g.: handouts, chart paper, markers) necessary for activities and tasks also related to each chapter.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING:****Straight read of the text. Ask students to listen and think about how people’s attitudes change over time in relation to fairness and equality. Define fairness and equality for students using the vocabulary resource at the end of this document.**  | Students should recognize that at the beginning of the story there is unfairness and segregation and that the students can’t eat/sit at the lunch counter and at the end of the text they can.  |
| **SECOND READING:****Figurative Language Focus: How does the author use figurative language to express people’s perceptions about fairness of equality?**As the teacher asks questions, they should record student answers on an anchor chart. Question 1: Reread page 3 and 4: A) Why do people make plans? B) In the past, whites and blacks were not able to sit and eat at the same counters and tables at a restaurant. What do you think the boy’s goal was for their plan? When people make plans they have a goal of what they would like to have happen, what do you think the boys want to happen? C) Look at the illustration, who is being served and eating food? How would you feel if you were not being served? D) Why does the waitress watch and refuse the boys? E) What words or phrases does the author use to help the reader understand that the boys were ignored? Reread page 5: “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.” A recipe is the list of ingredients we combine to make a certain type of food. * 1. Question 2: How does the author use the idea of a recipe to describe segregation?
	2. Question 3: What is segregation?
	3. Question 4: The author uses the word bitter to describe that the recipe of segregation is bad. Bitter means when people feel angry or hurt because of a bad experience. Why might segregation described as a bitter mix?

Reread page 6 and focus on the quote, “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.”* 1. Question 5: We now know that **segregation** was a bitter-tasting recipe, and that the boys had an idea for a good tasting recipe called **integration**. A) According to the text, what was the recipe for integration? B) Justice means to be fair and equal, why might the recipe describe justice as being sweet?
	2. Question 6: A) Think about eating a slice of cake, what have you enjoyed about a cake? B) What words does the author use to show that integration is a better recipe? C) The way the author describes integration is similar to how we might describe enjoying a slice of cake. What is integration?

Question 7: Look at page 5 and 6, how would you compare and contrast segregation and integration? How do the recipes for segregation and integration reflect people’s perceptions of race, fairness and equality?Question 8: On page 9 it says, “The police officer didn’t know what to do. The students were doing nothing wrong…The officer left the lunch counter without doing anything.” If the students were not doing anything wrong, why did the policeman visit the lunch counter?Question 9: On page 10, it says the four friends went home to dinner, “where they were served first.” Why do you think the author includes this information that the friends were served first?Question 10: On page 11, the word spread is used, which means that something has reached many other people. If the cause, or why something happened, is that news spread about the sit-ins, what is the effect, or what happens, because of the news spreading?Question 11: Page 12. What are some reasons that people dress up for? Why do you think the friends are dressed up?Question 12: Page 13. When you know something “by heart” it means you have it memorized. Why would the boys memorize the menu? Question 13: Page 16. “To pass the time,” means to make time go by more quickly, why do the students spend so much of their time sitting at the lunch counter? Why do the students not need to read the menu? Question 14: Page 17 The author writes that there were now lunch counter protests in Hampton, Virginia, Nashville, Tennessee, Montgomery, Alabama, Atlanta, Georgia, and many other southern towns. Thinking about all these places that are having protests, what do you think “spread faster than a grease fire” means when the author writes, “What had started in Greensboro spread faster than a grease fire?” Question 15: Page 17. What does the author say needs to happen in order for segregation to turn into integration?Question 16: Page 17. A) Look at the illustration for clues, what do you think “break bread together means?” B) What is it called when black people and white people are together, instead of separated? C) If the author is writing about integration and about the students fighting to be able to be served food at the lunch counter, what do you think the test is that everyone would pass? Question 17: Page 18. What change needs to happen for everyone to score high and get an A+ on this test?Question 18: Page 19. A) What actions did people take to show the protestors, or the black people sitting at the lunch counters fighting against segregation, take to show that they disagree with integration? B) How would you react if someone treated you this way? Question 19: Page 20. To “lash out” or “strike back” means to want to fight back with violence. Why would the students not react violently? Question 20: Page 20. Turn and talk to your neighbor, brainstorm what “practicing peace while others showed hatred was tougher than any school test.” Question 21: Page 22. Think about the quote, “We must meet violence with nonviolence.” A) What violence is happening in the book? B) What nonviolence is happening in the book? C) What words from this page prove that the students are practicing non-violence? D) In your own words, what do you think this quote means? Question 22: Reread page 23. Patrons are people who do visit a visit regularly. Opposed means to be against something. Reread the sentence: “Soon the sit-ins grew bigger and wider.” What evidence does the author provide on this page to prove that the sit-ins became bigger and wider?Question 23: Page 24. A) Why were people afraid there would be fighting? B) A cause is something that people will work for. What cause are these “youngsters” or young people getting together to fight for? C) Loafing is spending time in a lazy way. Why do you think the police would arrest the students for loafing? Question 24: Page 26. To “demonstrate calm dignity” means to act in a way where you show “pride or self-respect in one’s self.” How do you the students act calmly and show that they are proud of their actions on this page? Question 25: Pages 27-28. A slogan is a short phrase that summarizes the opinion or views of a group. Think about the slogan, “We are all leaders.” Ella Baker is an activist, or someone who fights for a cause. What does Ella Baker mean when she says this slogan? Question 26: Page 29. To step in means to take action, how did the president take action to help fight for integration? Question 27: Page 30. A) The Civil Rights Act of 1964 is a law that President Lyndon B. Johnson passed to end what? B) Think about the line, “The hard work and courage of those brave students paid off.” What does it mean that the students’ work paid off? C) Reread the lines, “They had to take a bite out of segregation. Now it was time to savor equality. Now they were ready for a big sip of freedom.” Savor means to enjoy the taste of something. When you take a bite out of something you are taking away part of it to eat. Why does the author write that the students “took a bite” out of segregation? The author says the students “savor equality.” How do the students feel about equality? Would you take a big sip of a drink you don’t like? How do the students feel about freedom? Question 28: Pg. 30. Read aloud the lines, “Their order was simple: A double dose of peace, with nonviolence on top. Hold the hate. Leave off the injustice.” A) Are the students ordering food or an idea? B) A double dose means an extra amount or helping. What do the students want extra of on their order? C) On top means like when you ask for a cherry on top of your ice cream. What would the students like as a sweet treat added on top of their order? D) To hold something means to leave it off. For example, if you don’t like mustard you would say to hold the mustard on your burger or to leave it off. What do the students not want to be a part of their order? E) To “leave off” means to not include in your order. What do the students not want included in their order? F) Think about what the students want extra of on their order, this is what the students value or think is important. What are their values then? G) Think about what the students ask to be left off their order. This is what the students do not value or think is important. What do the students not value? Question 29: Page 31. A) What can the students now do? B) Read the recipe for integration aloud. B) Define “conviction,” “season,” “faith,” “unity,” and “dignity.” Take students through each step of the recipe and record on an anchor chart the “ingredients” that make up integration. C) Now that we know the ingredients to make integration, look at steps 9 and 10. What do we do next in the recipe? D) Who is able to enjoy integration? Use a line from the recipe as evidence.Question 30: Page 31. Read the last line of the text, “It was served to them exactly how they wanted it-well done.” When something is cooked “well done” it means it is cooked and ready to eat. What do you think it means that integration was served “well done?”  | Question 1: A) People make plans to stay organized and to think about how they are going to get something done. B) The boy’s goal was to be able to eat at the same place as white people in the restaurant. C) The white people are being served and eating food in the illustration. I would feel angry and upset with the restaurant if I was not being served. D) The waitress watches and refuses the boys because the sign says, “whites only” and she can only serve food to white people. E) At first the boys were treated like a hole in a doughnut, invisible. 1. Question 2: The author uses a recipe to describe segregation as you should not combine white people with black people and that the directions are easy to follow.
2. Question 3: Segregation means to not combine white people with black people.
3. Question 4: Segregation created anger, sadness, and hate.
4. Question 5: A) The recipe for integration is “combine black with white to make sweet justice”. B) Justice is described as sweet because it’s a good thing, and when something is sweet it usually tastes good.
5. Question 6: A) I’ve enjoyed that the cake is sweet and it has frosting. B) “Chef’s special”, “sweet”, “finer than homemade cake”, and “take time”. C) Integration is combining blacks and whites.

Question 7: Segregation means do not combine black people with white people. Segregation is a “bitter mix”. Integration is combining black people with white people to “make sweet justice”. Question 8: The policeman visited the lunch counter because the students are black and can’t be served food there and the policeman wanted to see if they were breaking the law. Question 9: The author says that the friends were served first because at the lunch counter, where they were all day, they were never served food. Question 10: The effect is that more students show up at the lunch counter to sit with the friends. Question 11: People dress up for parties, big events, celebrations and holidays. The friends are dressed up because they think the sit-in is a big event and that what they are doing is special. Question 12: The boys memorized the menu because they have been to the lunch counter so many times already to try and order food. Question 13: The students spend so much time at the lunch counter because they want to be served food there and they don’t want to give up fighting against segregation. The students don’t need to read the menu because they know the menu by heart. Question 14: The author means that the protests spread to other places very quickly, just like fire spreads very quickly. Question 15: For segregation to turn into integration, lunch counters must welcome everyone instead of just white people. Question 16: A) To break bread together means for a group of people to eat together. B) Integration is what it is called when black and white people are together. C) The test would be fighting against segregation and trying to make integration happen at the lunch counters. Question 17: The change that needs to happen is for the lunch counters to be integrated. Question 18: A) People who did not agree with integration poured coffee down protestor’s backs, flung milkshakes in their faces, threw pepper in their eyes, dumped ketchup on their head, and yelled at the students to go home. B) I would be angry and mad and want fight back. Question 19: The students did not react violently because then they would have been in trouble and that would have gone against what Dr. Martin Luther King Jr. believes in. Question 20: When people are being so mean and hateful towards you it is hard to be calm and peaceful back. It is harder to be calm and to control yourself than it is to take a test at school. Question 21: A) People who disagree with integration are yelling and attacking the people participating in the sit-ins with food. B) The students are sitting in silence at the lunch counters. C) “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.”. D) It is important to act nonviolently or peacefully, even when people are being mean and violent towards you. Question 22: The lines, “White students joined their black friends to protest the unfair treatment by restaurant owners…”, and “They also opposed segregated libraries, buses, parks, and pools” are evidence. Question 23: A) People were afraid there would be fighting because there were many students gathering and protesting now. B) The cause that the youngsters is fighting for is integration. C) The police would arrest the students for loafing because the police want them to stop fighting for integration and to go home. Question 24: The students act calmly to show that they are proud of their actions when they go to jail and don’t fight back and they sing freedom songs to keep the peace. Question 25: Ella Baker wants everyone to stand up and fight for what they believe is important no matter who they are or how old they are. Question 26: The president went on TV and told Americans that they should treat each other fairly. Question 27: A) The Civil Rights Act is a law that ends segregation. B) The students’ work paid off means that they fought against segregation and they won because segregation was not allowed anymore. C) The author writes that the students took a bite out of segregation because they were working to make segregation go away. The students feel that equality is tasty and a good thing to happen! You would not take a big sip of a drink that you didn’t like, so this must mean that the students really like having freedom. Question 28: A) The students are ordering an idea. B) The students want extra peace on their order. C) The students would like nonviolence added to the top of their order. D) The students don’t want hate to be a part of their order. E) The students don’t want injustice included in their order. F) The students value peace and nonviolence. G) The students do not value hate and injustice. Question 29: A) The students can now eat at the lunch counter at Woolworth’s because segregation has been banned. B) Record the words, “love”, “conviction”, “hope”, “faith”, “black and white people”, “unity”, “change”, and “dignity”. C) We bake it and then serve “integration” immediately after it is done baking. D) “Makes enough for all” shows that everyone can enjoy integration. Question 30) Integration being served “well done” means that integration was cooked and ready for everyone to enjoy.  |
| **THIRD READING:****How did the four students’ perceptions of fairness and equality cause them to take action to bring about change?**1. Reread pages 8-10 and pages 17-18 to remind students what occurred during this portion of the text.

Question 1: What was the boys’ perception of fairness and equality? Question 2: How did the boys’ actions bring about change later in the text? Question 3: What actions did the boys choose to take to bring about change? \*The goal here is for students to see the cause and effect of student’s peaceful protests.  | Have students paraphrase what happened on page 8-10. Sample: The four boys sat at the counter waiting for their doughnut and coffee with cream on the side. A police officer showed up and couldn’t do anything to the boys because they were not doing anything wrong. The Woolworth’s man became upset, so he closed the store, which forced all customers, white or black to leave. Question 1: The boys’ perception was that all people should be welcome at the lunch counter and other public places. Question 2: The movement spread and grew to other cities as more people believed that segregation could be ended and a movement towards integration begins. Question 3: The boys chose to sit peacefully, not cause harm, to love enough, to absorb evil, and to demonstrate a calm dignity. |
| **FOURTH READING:****Quotation Focus: How does the author use quotations from Dr. Martin Luther King Jr. to share people’s thoughts on fairness and equality?****To introduce this lesson, remind students of the definition of fairness and equality. The teacher should also define the word perception for students using the vocabulary resource at the end of this document.** Question 1) A perception is how you view or think of an idea. I would like you to think about how this boy views or thinks about how segregation is unfair or unequal using the quotation of page 1, “We must…meet hate with love.” How does the quotation on page 1 reflect the boy’s perception of inequality? Pg. 1Question 2) On page 8, it says, “Be loving enough to absorb evil.” To absorb means to soak up, for example a sponge absorbs water. How does this quotation show how the boys react to people who disagree with integration? Question 3) On page 22, it says, “We must meet violence with nonviolence.” What is the boys’ perception, or view of segregation? How will the boys make change happen that supports their view? Question 4) The teacher will need to explicitly define **dignity** as a sense of pride in oneself, self-respect. On page 26, think about the quote, “Demonstrate…calm dignity.” How does a “calm dignity” reflect the boys’ attitude about how to act to make change happen?   | Anchor Chart Labels: Quote, Meaning, and What Can We Infer about People’s Perceptions about Fairness and Equality Overtime? The anchor chart should be used to record students’ answers to the questions in an organized visual manner.

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| **Quotation** | **Quotation Meaning** | **Using the quote, what can we infer about people’s perceptions about fairness and equality over time?** |
| Pg. 1 “We must…meet hate with love.” | The best way to deal with hate and negativity is to demonstrate love and positivity.  | The boys will choose a peaceful way to bring about change and eliminate hate.  |
| Pg. 8 “Be loving enough to absorb evil.” | Even when someone else is showing hatred or evil behaviors, you should choose to show love and understanding.  | The boys are going to demonstrate love as a tool for change, even when they are faced with unfairness or inequality.  |
| Pg. 22 “We must meet violence with nonviolence.” | The best way to make change is peacefully without using violence.  | The boys will act nonviolently, even when the attitudes of others make it difficult to remain peaceful.  |
| Pg. 26 “Demonstrate…calm dignity.” | You should demonstrate calm self-respect and pride in yourself. | After all the boys efforts of being met with violence, the boys chose to follow the words of Dr. MLK, Jr. and not respond with violence.  |

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| **FIFTH READING:**Examine the timeline in the back of the text. Question 1) Why do we use a timeline? Teacher may explicitly state that a timeline shows how time passes by writing events in order, usually using a line. Events in the Civil Rights Movement may be connected through cause and effect. For example, in 1954 the Supreme Court, which is the Court that makes laws for the entire United States to follow, decided that segregation was unconstitutional, or not allowed. Not allowing segregation is the cause or why something happened, and the effect, or what happened, is that black and white children were then allowed to go to school together.Question 2) The teacher reads the 1955 passage and asks, “What was the effect of Rosa Parks refusing to give up her seat to a white passenger on a bus?”Question 3) The teacher reads the 1960 passage and says, “In July 25-26 the Woolworth’s in Greensboro is desegregated. What event helped cause desegregation?”Students can work in small groups to identify the cause and effect for 1961, 1962, and 1964. | Question 1) We use a timeline to show events that occur over time. Question 2) The effect is that the buses became desegregated in 1956. Question 3) The beginning of the Greensboro sit-ins on February 1st helped cause desegregation. 1961 Cause: Black and white students join in “Freedom Rides” to fight against segregation. Effect: The students who participate in the “Freedom Rides” experience violence. 1962 Cause: The President send troops to drive back angry mobs. Effect: An African American student is able to go to the University of Mississippi. 1964 Cause: The Civil Rights Act of 1964 is signed. Effect: Segregation is outlawed.  |

FINAL DAY WITH THE BOOK - Culminating Task

Write a personal narrative, from one of the character’s perspectives, describing how the character feels about fairness and equality and what actions they take to bring about change in other people’s perceptions of fairness and equality. See graphic organizer and student response at the end of the document.

Vocabulary

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| **These words merit less time and attention** (They are concrete and easy to explain, or describe events/processes/ideas/concepts/experiences that are familiar to your students )  | **These words merit more time and attention**(They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| * Sit In (title-page) “an organized sitting in/occupation of an area to demonstrate against an unfair rule”
* Lunch counter pg. 1 “a long, high table. People sit on stools or stand at a counter to eat, prepare food, or do business”
* Eager pg. 1”Wanting very much”
* Hearts full of hope pg. 1 “feeling like something will happen the way you want it to”

Patiently pg. 2 “able to wait without complaining or becoming upset”* Combine pg. 5 “to bring together or join”
* Recipe pg. 5 “a list of ingredients/instructions for making a food dish”
* Chef’s special pg. 6 “a food item on a menu that the chef is specially preparing”
* Proud pg. 7 “feeling pleased or satisfied or worthy about something someone has done”
* No harm pg. 8 “not hurting someone or something”
* Woolworth’s man pg. 8 “someone who works at the Woolworth’s lunch counter dining area”
* Budge pg. 13 “to change or begin to change position slightly”
* Grease fire pg. 16 “heat and light and flames that are created from burning”
* Heaping pg. 18 “many things lying on top of each other”
* Cause pg. 25 “a goal that a person works towards achieving by taking action”
* Youngsters pg. 25 “young people, teenagers”
* Congress pg. 30 “a group of people in the government from all states who meet together to make laws”
* Act pg. 30 “a law that is passed”
* Ban pg. 30 “to not allow”
* Savor pg. 30 “to enjoy the taste or smell of something”
 | * Refuse pg. 3 “to not accept, or turn down”
* Segregation pg. 5 “the act of separating people into groups”
* Bitter pg. 5 “having a sharp bad taste”
* Integration pg. 6 “bringing all parts into a whole”
* Justice pg. 6 “upholding what is fair, just, and right”
* Sweet Justice pg. 6 “upholding what is fair and reflecting what people like”
* Absorb pg. 7 “to take in or soak up”
* Reservations pg. 11 “something that keeps one from completely accepting or believing something; doubt”
* Determined pg. 11 “to decide or settle finally and without question”
* Motivated pg. 18 “to cause someone to do something by inspiring them”
* Protest pg. 16 “a complaint”
* All Welcome pg. 17 “all are free to join and sit”
* Break Bread pg. 17 “to eat together in a unified way”
* Lash out pg. 20 “to shout out or hurt someone”
* Strike back pg. 20 “to fight back”
* Practicing peace pg. 20 “to be peaceful towards others”
* Nonviolence pg. 20 “the practice or act of not using violence to fight back”
* Sit-Ins pg. 23 “an organization peaceful gathering to protest”
* Unfair pg. 23 “against what is just”
* Patrons pg. 23 “a customer of a shop, business, or restaurant”
* Opposed pg. 23 “to think, act, or be against, to resist”
* Gathered pg. 24 “to bring together in one place”
* Loafing pg. 24 “to spend time in a lazy way”
* Freedom pg. 24 “a right, the ability to be able to act and move as you would like”
* Calm dignity pg. 24 “pride or self-respect in one’s self”
* Activists pg. 26 “someone who fights for a cause they believe in”
* Slogan pg. 26 “a short phrase used to state a message”
* Urged pg. 27 “to push or drive forward”
* Banned pg. 27 “to forbid, or to have an official rule against”
* Encourage pg. 27 “to give hope or courage to”
* Equality pg. 27 “the condition or act of being equal”
* Conviction “a belief or opinion that is strongly held”
* Committed pg. 25 “to dedicate”
* Demonstrate pg. 26 “to explain by modeling”
* Demonstrators pg. 26 “a person who participates in a public gathering to demonstrate or model their beliefs”
* Activist pg. 26 “a person who fights for a cause, or something that they believe in”
* Faith “trust or confidence”
* Unity “acting as one”
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Extension learning activities for this book and other useful resources

1. What idea/theme is common between all these quotes about advocating for change? What do these quotes inform us about Dr. MLK Jr.’s perception of how to bring about changes in fairness and equality?
2. After examining the quotes from the anchor chart on day 3, why is this book titled, *Sit-In: How Four Friends Stood Up by Sitting Down*? What meaning can we take from the title about taking action to cause change? *Note: This is particularly supportive of English Language Learners.*
3. Examine the difference between demonstrate and demonstrators using the quote, “Demonstrate calm dignity” as well as the references to demonstrators in the text. *Note: This is particularly supportive of English Language Learners.*

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

AD500L

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1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

The meaning is high-level and exceedingly complex. The purpose is often subtle, implied, difficult to determine, intricate, with theoretical elements. Students will require a lot of help to access the ideas contained here, especially coupled with the complex language used.

* -Figurative language (“treated like a hole of the doughnut”; “recipe for segregation”; “spread faster than a grease fire”)
* -Quotations mingled throughout
* -Repetitive phrases (“A doughnut and coffee, with cream on the side”

 -Bolded phrases/sentences (“Be loving enough to absorb evil.”, “Practicing peace while others showed hatred was tougher than any school test.”, and “Soon the sit-ins grew bigger and wider.”)

-Sentence structure provides additional meaning and emphasis to the storyline (“The students sat proud and still. And waited. And wanted. A doughnut and coffee, with cream on the side.”)

-Quotations to deliver insights into the characters’ motivations (“We must meet violence with nonviolence.”)

-Timeline

**Meaning/Purpose**

**Structure**

-Understanding of society then and now (infer negative effects of segregation and positive effects of integration). For example, “Segregation was a bitter mix.” And “For them, integration was better than any chef’s special.”)

-Impact of a person or group of people’s behavior on society (“What had started off in Greensboro spread faster than a grease fire. There were lunch counter protests in Hampton, Virginia…and many other southern towns.

-Knowledge of R. Martin Luther King Jr’s achievements (Example, “With Dr. King’s dream true and close. These were the words that kept them going: “We must meet violence with nonviolence.”

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

* Language (figurative language and abstract language) and structure (organization of the text with the bolded MLK quotes) will be most challenging. Supports to be provided should be previewing quotations and recognizing their importance.

How will this text help my students build knowledge about the world?

* Students will learn how the world has changed over time, as well as how people’s perceptions and tolerance levels have changed. Understanding the moral/ethical piece of laws and why society operates the way it does.
1. **Grade level:** What grade does this book best belong in? 2nd as read aloud

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**Culminating Task Graphic Organizer**

Write a personal narrative, from one the character’s perspective, describing how the character feels about fairness and equality and what actions they take to bring about change in other people’s perceptions of fairness and equality.

When I was sitting at the lunch counter and the waitress reminded me WHITES ONLY I may have felt:

Who I am…

My actions show that I am:

My actions caused other people to change their perceptions about fairness and equality. An example is when people acted in this way: \*Add a box about how I feel now that the President has banned segregation, I feel \_\_.

**Culminating Task Graphic Organizer Example**

Write a personal narrative, from one the character’s perspective, describing how the character feels about fairness and equality and what actions they take to bring about change in other people’s perceptions of fairness and equality.

My actions caused other people to change their perceptions about fairness and equality. An example is when people acted in this way: After weeks of waiting and sitting still, many people, including some white students joined in protesting the unfair treatment by restaurant owners who would not serve us.

My actions show that I am: Loving and peaceful and do not act violently even when others act violently towards me.

Who I am… I am Joseph, an African American college student who believes in the integration. I want to take action to make the world fair and equal.

When I was sitting at the lunch counter and the waitress reminded me WHITES ONLY I may have felt: Angry and sad, because I felt this treatment is unfair. All I wanted to do was eat and no one would serve me.