

CIVIL RIGHTS AND THE GREENSBORO SIT-IN



**TWO-PAGE READING, PHOTO
ASSIGNMENT, WRITING ASSIGNMENT
WITH RUBRIC AND TEACHERS GUIDE**

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CIVIL RIGHTS

MULTIPLE PERSPECTIVES ON THE GREENSBORO FOUR SIT-IN

Directions: Read the following text and then complete the related activities.

The Civil Rights Movement included a series of significant events that sought equality for African Americans in the 20th Century. However, many people had different feelings and opinions on the Civil Rights Movement at the time and the ultimate equality for African Americans. Some people supported the push for equality rights for African Americans while others opposed change and wanted to maintain the tradition of segregation. One such event was the 1960 "sit-in" of a Woolworth's lunch counter by four African American students.

Though the peaceful protest of a sit-in had existed for many years before the four African American students entered the Woolworth's on February 1, 1960, their actions sparked a movement across the United States that had a lasting impact on the Civil Rights Movement.

The Woolworth's Store, located in downtown Greensboro, allowed black customers to purchase food, but only for takeout – they were not allowed to sit at the counter, which was reserved for white customers. On the first morning of the protest, after days of careful planning and discussion, Franklin McCain, Joseph McNeil, Jibreel Khazan and David Richmond ordered their food at the counter and, instead of leaving with it, they instead chose to remain seated at the counter until the store eventually closed because the workers refused to serve them. By the next



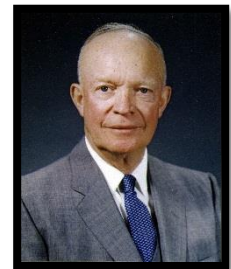
day, African American students from other local colleges had joined the protest as well and studied as the servers continued to refuse service, under store policy. By the fourth day, more than 300 people were taking part in the peaceful protest. At one point sixty-three students occupied the seats at the white lunch counter. Local workers joined them to show their support. Angry whites began to gather behind the seats at the counter to pester the young activists.



Within a week after the Woolworth's protests began, the idea had spread to other communities, including Winston-Salem, Richmond and Nashville. Despite continued heckling and protest from white customers, the protesters worked in shifts to ensure some were seated at the counter in protest at all times.

As a result of the protest, Woolworth's sales dropped by a third and the store's owners made the decision to abandon segregation policies and officially integrate the Greensboro Woolworth's lunch counter on July 25, 1960, asking the black servers to be the first African American at the counter. The next day, the entire chain was desegregated.

Because the local media covered every day of the Woolworth's sit-ins from when it began, the impact of the protest became wide-spread, as the growth and effect of the demonstration was proclaimed in the press. Besides leading to similar protests in other states across the country, the sit-ins elicited a public statement from then President Eisenhower, who said he supported the students and expressed sympathy for those fighting for their human and civil rights as "guaranteed by the Constitution".



Before the events of the Greensboro sit-ins of 1960, much of the southern United States was largely segregated, meaning that different races were kept separated. African Americans were not seen as equals and were denied certain services in society. For example, schools were segregated and whites and African Americans were kept separate. As well, African Americans were not allowed access to the same water fountains or public washrooms as white people and were also denied certain services at diners and theaters. The actions of the Greensboro Four and the rest of the people who participated in the sit-in ultimately sparked a change that helped advance the overall Civil Rights Movement.



CIVIL RIGHTS

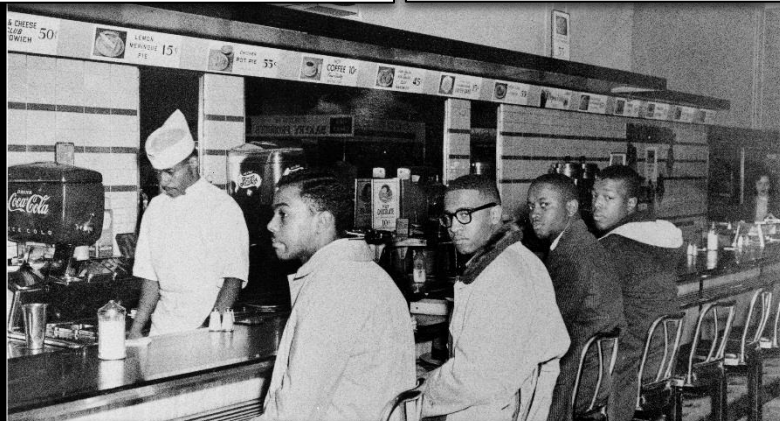
MULTIPLE PERSPECTIVES ON THE GREENSBORO FOUR SIT-IN

The events of the Greensboro sit-in were very controversial and created tension between those who supported the actions of the protesters and those who didn't. For this assignment, students will show their understanding of the multiple perspectives related to the sit-in and overall Civil Rights Movement. Students will imagine that they are news reporters from the time period and provide a title and a caption for the picture below from the differing perspectives to show the different views related to the event. Your responses must be appropriate but accurate within the context of the history.

IN FAVOR OF

AGAINST

TITLE



CAPTION

WRITING ASSIGNMENT FOR THE GREENSBORO FOUR SIT-IN

To what extent does the Greensboro sit-in showcase effectiveness of active citizenship?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Social Studies**Name:** _____**Written Response Evaluation**

		EXPLANATIONS AND SUPPORT (8 marks)		COMMUNICATION (2 marks)
Excellent E	8	Explanations are deliberate and comprehensive, revealing a perceptive understanding. Support is specific and accurate, and errors, if present, do not detract from the response. A thorough understanding of the assigned task is demonstrated.	2	The writing is fluent and purposefully organized. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential.
Proficient Pf	6.4	Explanations are appropriate and purposeful, revealing a clear understanding. Support is relevant and appropriate, but may contain some minor errors. A clear understanding of the assigned task is demonstrated.	1.6	The writing is straightforward and clearly organized. Vocabulary is specific. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. Errors do not detract from communication.
Satisfactory S	4.8	Explanations are general and straightforward, revealing an acceptable understanding. Support is relevant but general, may be incompletely developed, and/or contains errors. An acceptable understanding of the assigned task is demonstrated.	1.2	The writing is generally clear and functionally organized. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.
Limited L	3.2	Explanations are overgeneralized and/or redundant, revealing a confused, though discernible, understanding. Support is superficial, may not be always relevant, and may contain significant errors. An incomplete understanding of the assigned task is demonstrated.	0.8	The writing is uneven and incomplete, but is discernibly organized. Vocabulary is imprecise and/or inappropriate. The writing demonstrates a faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.
Poor P	1.6	Explanations are tangential or minimal, revealing a negligible understanding. Support, if present, is incomplete, may be marginally relevant, and contains significant and/or frequent errors. A minimal understanding of the assigned task is demonstrated.	0.4	The writing is unclear and disorganized. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. Errors impede communication.
Insufficient INS				

Mark: _____ /10

TEACHERS GUIDE

The intention of this resource is for students to learn about and appreciate the Civil Rights Movements and the significance of the Greensboro sit-in. First, have students read the included text, either individually or as a class-wide activity. After completing the reading, have students complete the activity in which they develop titles and captions related to the picture of the four students from the Greensboro sit-in. The purpose of the assignment is for students to show that they understand the differing perspectives of the sit-in within the time period. Due to the variable nature of the assignment, a teacher's key has not been provided. Instead, the teacher should expect students to create a title from the differing perspectives that concisely captures the feelings of that perspective while also being appropriate and historically accurate. As well, the caption should be used to show the differing perspectives, with more detail about the historical event.

The next included assignment, is a writing assignment in which students write a paragraph response concerning the Greensboro sit-in and the concept of active citizenship. I like to use this assignment and paragraph response as an opportunity to teach students the power of citizens (even a small number) taking a stance for something they believe in and the effect it can have on changing society and the world. For this writing assignment, students are to consider the concept of active citizenship and the extent to which the Greensboro sit-in demonstrates the power and effectiveness of active citizenship. A marking rubric has been included for ease of assessment.