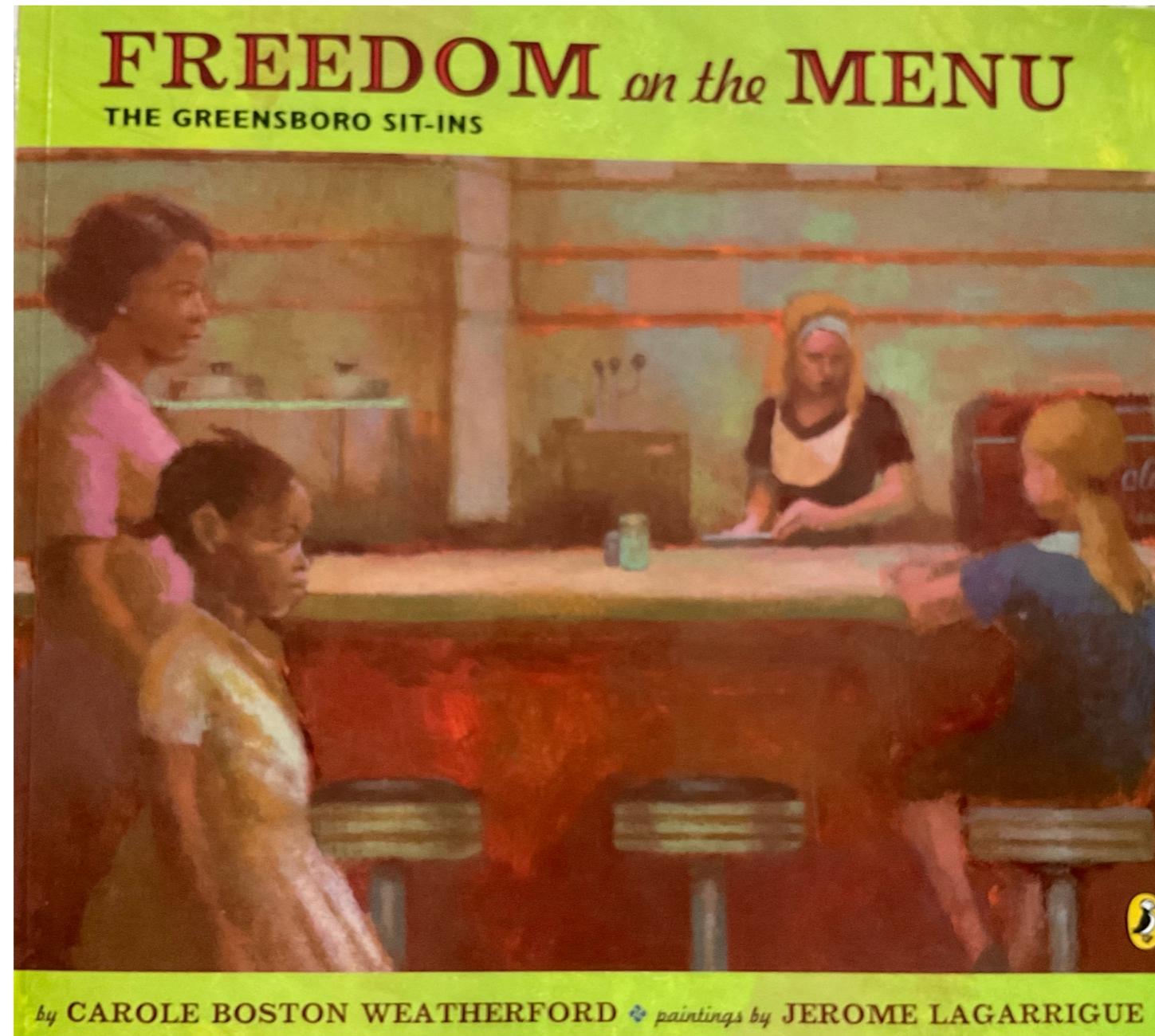


A Parents and Teaching Guide for



Compiled by ...
White Voices
Against Racism

Freedom on the Menu

THE GREENSBORO SIT-INS

About Freedom on the Menu

There were signs all throughout town telling eight-year-old Connie where she could and could not go. But when Connie sees four young men take a stand for equal rights at a Woolworth's lunch counter in Greensboro, North Carolina, she realizes that things may soon change. This event sparks a movement throughout her town and region. And while Connie is too young to march or give a speech, she helps her brother and sister make signs for the cause. Changes are coming to Connie's town, but Connie just wants to sit at the lunch counter and eat a banana split like everyone else.

About the Author

Freedom on the Menu - The Greensboro Sit-ins was written by Carole Boston Weatherford with paintings by Jerome Lagarrigue. Baltimore-born and -raised, Carole composed her first poem in first grade and dictated the verse to her mother on the ride home from school. Her father, a high school printing teacher, printed some of her early poems on index cards.

Since her literary debut with *Juneteenth Jamboree* in 1995, Carole's books have received three Caldecott Honors, two NAACP Image Awards, an SCBWI Golden Kite Award, a Coretta Scott King Author Honor and many other honors. For career achievements, Carole received the Ragan-Rubin Award from North Carolina English Teachers Association and the North Carolina Literature Award, among the state's highest civilian honors. She holds an M.A. in publications design from University of Baltimore and an M.F.A. in creative writing from University of North Carolina, Greensboro. She is a Professor of English at Fayetteville State University in North Carolina. Source: Children's Books by the Weatherfords. Accessed on August 10, 2021. [Https://cbweatherford.com/](https://cbweatherford.com/).



Parents Guide

SUMMARY: During this activity, you and your child will actively read Freedom on the Menu together, using these suggested reading questions.

WHY: Through this activity, your child will learn some details about the civil rights movement. In the process, your child will build reading skills, like being able to answer questions related to a written story and its pictures.

TIME: 30 minutes to read the story

RECOMMENDED AGE GROUP: This activity will work best with children in kindergarten through fourth grade.

CHALLENGE WORDS:

boycott: to refuse to conduct business with a person, store, or organization, usually to express disapproval or to peacefully force changes

five-and-dime: a retail store that carries mostly inexpensive merchandise such as notions and household goods

headline: words set at the head of a passage, page, or article to introduce or categorize

jutted: extended out, up, or forward

lunch counter: a long counter on which lunches are sold (see cover)

nonviolent: a philosophy or strategy for change that opposes using violence

minister: person leading or assisting the leader in church worship, also clergyman, (see image of church meeting)

picket: to walk or stand in front of like a fence-post, often in protest

protest: public demonstration of disapproval (see images of boys sitting at lunch counter or people holding "We Shall Not Be Moved" banner)

segregation: the practice of keeping people in separate groups based on their race or culture

sit-in: an act of sitting in the seats or on the floor of an establishment as a means of organized protest (see the images of boys sitting at lunch counter)

voter registration form: a form which allows an individual to participate in elections by voting (see the image of Connie, Brother, and older woman)

For Adults and Kids to Use Together

Reading Helper One: Look for new vocabulary

Tip When a child reads aloud, listen closely; if he or she stumbles over a word, it might mean she or he hasn't heard that word before. If you are reading aloud, stop after reading a sentence with a word you think might be new.

You might not know all of the words that are used in this book, so you have the chance to learn some new words! If you come across a word you don't know, here are a few ways to figure out what it means:

- Look at the whole sentence where you see the word. Try to figure out what the word means based on what the sentence is talking about.
- Look in the picture to see if there is an image of the word. For example, maybe you don't know the term "banana split," and the sentence says "The girl ate a banana split." Look in the picture on that page to see if the girl is eating something—that might be the banana split!
- Ask a parent, teacher, or friend.
- Look the word up in a dictionary. There might be more than one definition, so see which one fits best with the sentence you're reading.

■ Some of the new terms in this book are compound words or phrases, which combine two or more words to make a new one with a definition that relates to the original words. For example: lunch counter, voter registration form, headline, picket signs, sit-ins.

When a child reads aloud, listen closely; if he or she stumbles over a word, it might mean she or he hasn't heard that word before. If you are reading aloud, stop after reading a sentence with a word you think might be new.

Reading Helper Two: Guess what comes next

Tip This activity is best for the first time you're reading the story, otherwise you and your child already know what will happen next!

It can be a lot of fun to try to guess what will happen next in the story. During exciting parts of the story, try asking what will happen next, then keep reading and find out if you were right. Here are some good spots to try this:

- After Daddy sees that Dr. King is coming to town, guess if Connie and her family will see him or not.

For Adults and Kids to Use Together

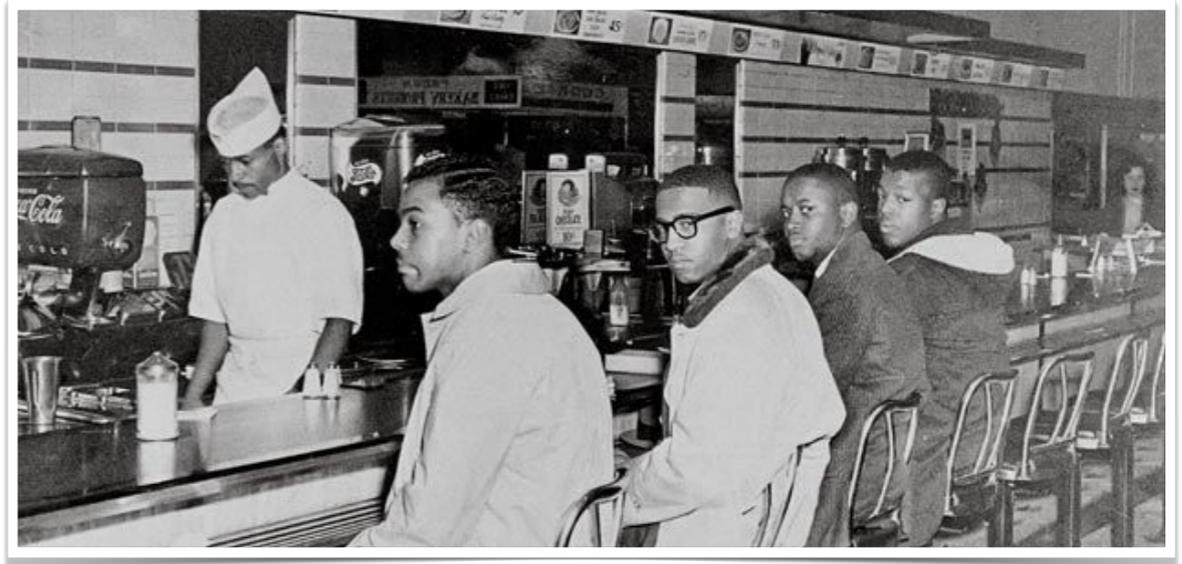
- After the store manager sees the boys sitting at the counter and “storm[s] out of the store,” decide what you think the store manager will do.
- After Connie helps Brother and Sister get ready to join the sit-ins and picket lines, guess what will happen to Brother and Sister at the protests.
- After Connie sees the workers eating at the counter, decide if you think Connie will get to eat at the counter, too, or not.

Reading Helper Three: How does ____ feel?

There are a lot of characters who are doing different things and feeling different emotions. Try to find those emotions through the words of the story or the pictures. If it doesn't say what the character is feeling, guess his or her feelings based on what's happening in the story. Here are some good places to try this:

- After reading the first page, how do you think Connie, the young girl, feels about not being allowed to sit?
- After Connie and her great-aunt drink from the “whites only” fountain, how does the man feel?

- After Daddy reads the newspaper article about Dr. King, how does he feel?
- After the old lady signs the voter registration form, how does she feel?



- After the waitress sees the boys sitting at the counter, how does she feel? What about the manager?
- How do Brother and Sister feel before going to the protests?
- After Sister goes to jail, how does she feel? What about Mama?
- When the family heard that the lunch counter was serving African-Americans, how do they feel?

For Adults and Kids to Use Together

Reading Helper Four: Looking for more facts

Freedom on the Menu tells the story of the Greensboro sit-ins from the perspective of a young girl. She doesn't tell all of the details about the story. If you're curious and looking for more details, take a look at the Author's Note on the last page. In it, Carole Boston Weatherford (the author) tells more about what historians know about the sit-ins. Here are some factual questions you could try to answer:

- Where is Greensboro, North Carolina? (For maps, visit <http://www.nationalgeographic.com/xpeditions/atlas/>.)
- How long did the sit-ins in Greensboro, North Carolina, last?
- What was Woolworth's?

Background

Racial segregation was not illegal in the United States on February 1, 1960, when four African American college students sat down at a "whites-only" lunch counter at an F. W. Woolworth store in Greensboro, North Carolina. Politely asking for service, their request was refused. When asked to leave, they remained in their seats.

In Greensboro, hundreds of students, civil rights organizations, churches, and members of the community joined in a six-month-long nonviolent protest that spread to other places in the South. Many people continued to show their unhappiness through sit-ins. Others held picket signs on the streets outside the store with messages for people to see, while other people decided to boycott. All of these protest strategies caused Woolworth, and other businesses that practiced segregation, to lose customers and drew national attention.

The protests put college students and young people into an important position in the ongoing movement to challenge racial inequality across the United States. Some of the people involved in the protests were sent to jail. Their commitment led to the end of segregation at the lunch counter on July 25, 1960; but, it took four more years before segregation finally ended across the country with the Civil Rights Act of 1964.

Study Guide and Projects

Option One: Historical fiction tells about some real events but with fictional parts or characters. Freedom on the Menu is historical fiction.

You are a writer, and you want to create a historical fiction version of a real world event. Think of a real event you have studied this year and write a historical fiction version of it. Limit your new version to two full pages. Please answer the following questions about your story:

Who is your target audience?

Why would the audience like your version?

Why did you write your version this way?

Option Two: Connie talks about seeing the protests on TV and downtown.

Imagine you are a ten-year-old watching the protests downtown and on TV like Connie did. Create a collage of the Greensboro sit-in that would use these senses (sight, sounds, emotional feeling). A collage is pictures and words put together to create an image. Use the materials you are given.

Write an explanation of your collage that you would share with others.

Option Three: Martin Luther King (the Dr. King in the story) said: "Change... comes through continuous struggle."

Prove his statement by citing 3 examples from the story using the T Chart.

Then create a sentence about justice (right/wrong) you believe the story shows.

Cite at least three examples from the text showing how it was at the beginning of the story and how it was at the end of the story that prove your sentence is correct.



Freedom on the Menu Guide

Objectives: Students will explore how segregation affected everyday life and ways to respond to injustice and discrimination. This will lead into discussion of civil disobedience, non-violent demonstrations and the power of the written word.

Materials: Paper, pencils, crayons

Resources: Freedom on the Menu: The Greensboro Sit-Ins by Carole B. Weatherford

[Merry-Go-Round](#) by Langston Hughes

["Martin's Letter"](#) from [Remember the Bridge: Poems of a People](#) by Carole B. Weatherford

Instructions:

- Define segregation and Jim Crow laws. Jim Crow laws legalized racial separation or segregation and prohibited social intermingling among blacks and whites. In many cities and states, segregation was the law from the late nineteenth century until the 1960s.
- From the website "Martin Luther King, Jr., NHS Jim Crow Laws," <www.nps.gov/malu/documents/jim_crow_laws.htm> cite several laws that affected children: separate rooms or sections of restaurants and libraries, separate schools, theaters, lunch counters and public parks, and separate ticket offices and entrances to circuses and other shows. One North Carolina law stated, "Books shall not be interchangeable between the white and colored schools, but shall continue to be used by the race first using them."
- Using an LCD projector or transparencies and an overhead projector, show a few images from the website "Photographs of Signs Enforcing Discrimination" <http://www.loc.gov/rr/print/list/085_disc.html>.
- Read aloud the poems "Merry-Go-Round" and "Martin's Letter" (a reference to King's "Letter from a Birmingham Jail" - see excerpt below - which explained why blacks would continue to protest injustices, rather than simply wait for change to come).
- Read aloud *Freedom on the Menu: The Greensboro Sit-Ins*. Where is the Jim Crow section

Merry-Go-Round by Langston Hughes

On this merry-go-round,
Mister, cause I want to ride?
Down South where I come from
White and colored
Can't sit side by side.
Down South on the train
There's a Jim Crow car.
On the bus we're put in the back—
But there ain't no back
To a merry-go-round!
Where's the horse
For a kid that's black?

- Read aloud these questions for class discussion.
 - How did Connie feel about the whites-only lunch counter?
 - Why wouldn't Aunt Gertie use the colored-only drinking fountain?
 - How did (different characters) feel about the sit-ins?

- Why did Connie want her sister to carry the flag?
- Should Sister have joined the sit-ins and risked arrest?

Activities:

Write a slogan and create a sign that a protester could have carried on the picket line during the sit-ins.

Ask students to imagine that they are Sister or Brother. Write a letter to Connie. Tell why you joined the sit-ins, what it was like at the lunch counter and on the picket line, why you risked arrest, and why you must continue to protest.

Ask students to imagine that they are Connie, the store manager or a waitress. From that character's point of view, write a sit-in diary.

Mama told Connie, "Some rules need to be broken." Write a speech or a letter to the editor arguing that a particular rule is unfair.

Explain to students that *Freedom on the Menu* is historical fiction. The characters of Connie and her family are fictional. So is the lady who registers to vote. But the rest of

MORE FROM THE AUTHOR

the story is true; the events really occurred. Read aloud the author's note at the end of the book. As a class, retell the story using only the factual portions. Then, ask students to imagine they are journalists or reporters. Write a newspaper article or a radio or television script about the sit-ins

- Explain process analysis writing. Have students write their own sundae recipes. Each sundae should contain from five to ten ingredients. Compile the recipes in a sundae cookbook. The cookbook may be sold as a fundraiser for a school project or a local cause (perhaps even the classroom library). Take orders and then publish only enough cookbooks to meet the demand.

Other Resources:

[Martin Luther King, Jr.'s "Letter from a Birmingham Jail"](#)

Text and audio at King Center website

[Greensboro Sit-Ins: Launch of a Civil Rights Movement](#)

[February One: The Story of the Greensboro Four](#)

Film documentary about the sit-ins

For Second Graders

Lesson Summary: Students will explore how segregation affected every day and ways to respond to injustice and discrimination. This will lead into discussion of civil disobedience, non-violent demonstrations, and the power of the written word. After engaging students in a discussion of segregation, the teacher reads *Freedom on the Menu* to second graders. The teacher then leads students in discussion of major issues raised by the text. Students brainstorm slogans and design signs that they would have carried on the picket lines.

Introduction: On February 1, 1960, four African-American students of North Carolina Agricultural and Technical State University sat at a white-only lunch counter inside a Greensboro, North Carolina Woolworth's store. While sit-ins had been held elsewhere in the United States, the Greensboro sit-in catalyzed a wave of nonviolent protest against private-sector segregation.

Materials: Photo handout, *Freedom on the Menu: The Greensboro Sit-Ins*, Markers and paper

Procedures

1. Distribute photo handout to students. Define segregation for the students and ask them to find examples of segregation in the pictures. Explain that

segregation was part of a larger set of laws called Jim Crow laws. Cite several laws that affected children: separate rooms or sections of restaurants and libraries, separate schools, theaters, lunch counters and public parks, and separate ticket offices and entrances to circuses and other shows. One North Carolina law stated, "Books shall not be interchangeable the white and colored school, but shall continue to be used by the race first using them."

2. Read the book to the entire class. As you show students different pictures, ask them to identify the characters in the pictures (e.g. Mother, Sister, Brother, Connie).

3. After reading the book to the students, engage them in class discussion. Ask them to explain the difference between fiction and non-fiction. Explain that while the story is fiction, the Greensboro sit-ins were real so this book combines fiction and history. Some questions to prompt discussion might include:

- How did Connie feel about the whites-only lunch counter?
- Why wouldn't Aunt Gernie use the colored-only drinking fountain?
- Why did Connie want her sister to carry the flag?

- Mama told Connie, "Some rules need to be broken." How do we know what rules should be followed and which should be broken?
- Should Sister have joined the sit-ins and risked arrest?

4. Ask students what kinds of signs might be most effective in a protest and why. Brainstorm ideas as a group for effective signs. Distribute markers and paper for students to make their own signs as if they would be participating in the sit-in protests.

Related Resources

Greensboro Sit-Ins: Launch of a Civil Rights Movement
A website dedicated to providing information about the sit-ins. Collects many interesting artifacts, including newspaper articles from 1960 until the present and photographs of the protests. An extensive multimedia archive augments the site.

February One: The Story of the Greensboro Four
This is an Independent Lens documentary about the sit-ins. The accompanying website includes information about the Greensboro Four, as well as supplemental lesson plans and resources.



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ABOUT WVAR

VISION

To live in a world that is free from racism

MISSION

To promote awareness of how one is born into privilege and how harmful practices have perpetuated disadvantages for people of color

GOAL

To engage through learning and experiences.