

Template for Designing a Text Assignment

Text name: *Warriors Don't Cry* (Developed by Lajes High School)

Objectives for this text: Students will

- Students will relate story information to prior knowledge and experience.
- • Students will summarize information and support assertions/predictions with convincing evidence.
- • Students will produce an editorial for a student newspaper supporting a judgment or reflection on non-violence as a weapon against racism.
- • Students will compare and contrast the ideas of two characters from the biography and discuss them in pairs.
- • Students will speculate on the futures of the "Little Rock Nine" and the effect of their use of non-violence in Little Rock on their lives after graduation from high school.

Stage of Reading	What I'll have students do to support their reading and learning at this stage (i.e. Strategies I'll use).
INTO	
<ul style="list-style-type: none"> • get students "into" the text • build/tap into prior knowledge • predict/preread • look at text structure • anticipate assumptions 	<p>I will use the K-W-L exercise to encourage students to activate their background knowledge. I will also use a Herber Exercise in which students are asked to brainstorm associations with two key words (racism and non-violence) and react to predictive statements: (1) It is always a good idea to turn the other cheek. (2) Childhood scars can always be healed. (3) Standing up for yourself is always the best thing to do. I will ask students to keep a list of questions they have after reading each chapter and to speculate on the future happenings in the story.</p>
THROUGH	
<ul style="list-style-type: none"> • help students process their reading as they move "through" it • monitor understanding • determine main and sub ideas • make connections to prior learning and experience • summarize/paraphrase 	<p>Students will be asked to keep a Dialectical Journal based on a series of quotations from the biography: Pg 5... "each human being...; Pg 8... "Lots of discussions in my household were about how to cross that line....; Pg44... "You're a warrior on the battlefield for your Lord. God's warriors don't cry, 'cause they trust that He's always by their side; Pg 58... "I apologize, God, for thinking you had taken away all my normal life. Maybe you're just exchanging it for a new life." ; Pg 113.... "Integration is a bigger word than I thought." ; Pg 147..."Please God, Let me learn how to stop being a warrior. Sometime I just need to be a girl."; Pg 156...Read carefully Melba's Seven New Year's Resolutions and summarize/paraphrase them in one sentence.</p>

(Reference to Into/Through/Beyond strategies page 12 *Write Path*)

BEYOND

- help students clarify, reinforce, and build on their understanding as they move "beyond" the text
- graphically organize the text's ideas
- evaluate a text's or author's argument
- apply the information
- connect to other texts

Each student will choose a personality from the text and pair up with a partner to discuss the similarities and differences between their two characters using a Venn Diagram to direct their responses. Each student will then write a Letter to the Editor of Central High School's newspaper on its integration either from the timeframe of 1957 or as a current student in 2003. Students will then read Langston Hughes' poem "Mother to Son" and write a letter of advice to an imaginary child advising his/her son/daughter of what to do when he/she faces a problem in life. The problem can be of the writer's own choosing. These advice letters will be published in a class newsletter along with the students' Letters to the Editor of Central High School in Little Rock.

Standards this lesson addresses: (10th Grade)

This lesson addresses the following standards:

E3b.1/E3b.3/E3b.4/E3b.5/E3b.6/E3b.8

E4a.1/E4a.2/E4a.3/E4a.4/E4a.5/E4a.6

E5a.6

E1b.1/E1b.2

E2b.1/E2b.2/E2b.3

Warriors Don't Cry by Melba Pattillo Beals

Chapter 1

1. Explain the simile used on page 5 when Melba says she explained to her grandmother what she believed about each human being. Why did Melba want to be a "white body"?
2. What were the "unspoken rules" referred to on page 8?
3. What would you do if you and your family were shopping in a grocery store and you were clearly overcharged? Why did Melba and her family react they way the did?
4. Grandma India predicts that "Ethiopia shall stretch forth her wings." To what is Grandma referring? Melba thinks Grandma might be wrong and that God might not "fix things". She looks for a sign that God will bring change into her life. What do you think will happen that Melba will see as God sending her a sign?

Chapter 2

1. What was the date and the significance of Brown vs. the Board of Education ruling by the Supreme Court of the United States?
2. Why were the black students from Dunbar Junior High released from school early on May 17th?
3. Why did Grandma India tell Melba she would have to burn her clothes?

(Reference to Into/Through/Beyond strategies page 12 *Write Path*)

4. Who was Marissa and what good deed did she do?
5. How did Melba overcome her shame?
6. What experiences in Cincinnati were difficult for Melba to understand?
7. What incident made Grandma India tell Melba that she was "too smart for her own britches" and that "all Hades was about to break loose"?

Chapter 3

1. Did Auntie Mae think Melba could integrate Central High School? Why?
2. Who was Mr. Higgenbottom? Why was he kept in the house?
3. What did the NAACP call and tell Mother Lois?
4. There were two headlines in the Arkansas Gazette on September 3, 1957 which seemed to report opposite things. What were the two messages and why were they not in agreement?
5. Melba wanted Little Rock to be just like Cincinnati. What did she mean?
6. What did Melba think would change the minds of the smart, rich white students toward segregation?

Chapter 4

1. Why didn't neighbors wave to Mother Lois and Melba when they drove away from their home on September 4 to go to Central High School?
2. Who told Melba that she was a "warrior"? On who's battlefield? What do you think she meant by that?
3. Why do you think Melba lied to her family about the phone call from Vince?
4. Who stood guard at home that night and why?

Chapter 5

1. Why wasn't Melba allowed to go to the wrestling matches anymore with her Grandma India?
2. What did Vince ask Melba at church that Sunday? How did she respond?
3. What was Melba's impression of Thurgood Marshall when she met him at Mrs. Bates' home? Who was he and what was his business in Little Rock?
4. In her diary Melba apologizes to God on page 58. What for? What does she realize about the changes taking place in her life?
5. Predict how do you think God will make it clear whether or not Melba should go to Central High School?

Chapter 6

1. Melba says she wishes she could just talk to Governor Faubus. Make up a short dialog with a partner in which one student takes the part of Melba and the other student takes the part of Governor Faubus meeting each other for the first time in the Little Rock courtroom on September 20, 1957.
2. Why did Governor Faubus' attorneys leave the courtroom? What was Thurgood Marshall's reaction which he shared at lunchtime?
3. After listening to two students testify, what was Judge Davies decision? How did Melba interpret this decision and react to it?
4. How were the "Little Rock Nine" chosen to attend Central High School? Would you have raised your hand to volunteer? Why? Why not?

(Reference to Into/Through/Beyond strategies page 12 *Write Path*)

Chapter 7

1. In your own words, summarize Melba's first day of integration at Central High School in Little Rock, Arkansas.
2. What words of her grandma's did Melba recall when she was being humiliated in her first class of the day at Central High? What happened to her second period on the PE Field? How was shorthand class compared to the previous two classes? Who was the most kind teacher?
3. What did Gene Smith do to be remembered in Melba's prayers?
4. How did the "Little Rock Nine" get home from school that first day?
5. What was the fate of three black and three white reporters that morning?
6. Why did Melba decide not to tell her family what really happened at school that first day?
7. Why didn't Melba describe the "whole truth" in the article she wrote for the newspaper?
8. Restate President Eisenhower's warning in your own words. Why did he send this warning to Governor Faubus?

Chapter 8

1. What was the name of the federal troops and how many came to Little Rock?
2. How did Melba feel about President Eisenhower calling Governor Faubus' bluff?
3. Who was Danny and what was his job?
4. Describe Melba's feelings in the lunchroom that day. What would you have done if you were Melba?
5. What happened when Danny and Melba were surrounded by the "sideburner bad boys"?
6. Describe the study hall teacher. Why do you think he behaved that way?
7. What was Melba's response when a reporter asked her if all the trouble made her wish she was white instead of Negro?

Chapter 9

1. When Melba was kicked in her shin and stomach, why did Danny merely stand over her instead of striking back?
2. What happened when Melba reported the incident to the clerk in the Principal's Office?
3. From what did Danny protect Melba on the stairway?
4. What happened at the end of the Pep Rally that made Melba write in her diary that "integration was a bigger word" than she thought?

Chapter 10

1. Vince and Danny both have a special place in Melba's life. What/How does each young man contribute to the quality of her existence?

Chapter 11

1. What was the significance of what happened at the Parish Hall of St. Andrew's Cathedral? What did Sammy accuse the NAACP of doing?
2. Explain in your own words the messages that Melba's "new voice"

(Reference to Into/Through/Beyond strategies page 12 *Write Path*)

- was sending her. What do you think of this advice?
3. Describe the Thanksgiving family traditions of the Porttillo family. What did Conrad refuse to give up? If this was your family tradition at Thanksgiving, what would you give up? Why?
 4. Why do you think the federal government decided to back off and not prosecute the segregationist mob leaders?
 5. How was Minnijean prevented from singing with the Glee Club and in the Christmas Show?
 6. How did Melba's Thanksgiving "integrated turkey" comment come back to haunt her? What response did she make?
 7. Why do you think the editors from the "Arkansas Gazette" were content to "pretend" that "all was well" in the newspaper article from December 3, 1957 on Central High School's integration plan?

Chapter 12

1. What were some of the forms of harassment endured by the Little Rock 9"? Have you ever experienced taunting or harassment at school? Explain.
2. Except for Minnijean, why weren't the other Central High School friends invited to her sixteenth birthday party? How do you think Melba felt about her birthday when it was over?
3. Why was Minnijean suspended? Who applauded when the lunch tray went flying? Do you think she did it on purpose? Why were some of the segregationists so pleased after this incident?

Chapter 13

1. What was the purpose of the Christmas Party at the Dunbar Community Center?
2. Describe Melba's and Conrad's reaction to their father's visit on Christmas Eve. What did Conrad and Melba want from their parents?
3. Who were "Mutt and Jeff" and what were they up to?
4. Consider thoughtfully Melba's New Year's Resolutions? Summarize all seven resolutions into one sentence. What do these resolutions tell you about Melba?

Chapter 14

1. What was the rumor about the White Citizens Council?
2. What was organized by the Central High School Mothers' League?
3. How did Grandma India react to Melba's wish that she would rather be dead? Do you agree with Grandma India's reaction to Melba's wish? Would you say something similar to a family member who told you he/she wished they were dead? Why?
4. Why was Minnijean suspended a second time? What would you have done if the same thing had happened to you?
5. How did Melba change the "rules of the game"? What was the result of Melba's taking Grandma's advice?
6. What happened to Minnijean after her expulsion? Where did she go? Was Melba jealous of Minnijean?

(Reference to Into/Through/Beyond strategies page 12 *Write Path*)

7. What was happening to Melba as a result of the daily harassment and taunting?
8. How did Melba escape the angry crowd of boys who saw her standing alone after school on a Friday afternoon at the Sixteenth Street entrance to Central High School? Have you ever known a student to help another student because of some danger at school? Explain.

Chapter 15

1. What did Melba and Gandhi have in common? What do you predict will be Link's future actions with regard to Melba? Would you trust Link?

Chapter 16

1. Why did Melba feel she needed to trust Link? How did her mother and grandma react to Link's calls?
2. Write a letter to the editor of the Central High School student newspaper either supporting or criticizing Melba for her actions to integrate the high school. You can write from the point of view of a student, a teacher, or a parent. (persuasive writing)
3. What did Link ask Melba to do? Why was Link angry? What did he warn Melba was about to take place?
4. Why does Melba tell us that she salutes the American flag?
5. Who is Judge Harry Lemley and what is Melba's opinion of him?

Chapter 17

1. Where does Link take Melba? What did Link want Melba to help him with? How did Grandma India become involved?
2. What was the one condition on which Mother Lois could get back her teaching position? Why was it so important that she be employed?

Chapter 18

1. How did Bishop O. J. Sherman solve Mother Lois' employment problem?
2. What was Melba's National Guard protector like?
3. What did Andy threaten to do? Have you ever been threatened at school?
4. Describe Melba's last day at school that year.
5. Describe the ceremony that Melba and her grandmother had to help Melba forgive those who had wronged her. How do you forgive those who have wronged you?
6. How much did the newspaper say Ernie's diploma cost? How much did Melba and her friends think it cost?
7. Who died on Graduation Day and what was Link's response? What did Link want Melba to do? Why? What would you have done if you were Melba?
8. Describe in your own words what happened to the "Little Rock 7" when school was out and they visited in Chicago, New York, Washington DC, and Cleveland?
9. What did Judge Lemley do to frustrate the integrationists on June 22, 1958?
10. What did Governor Faubus do when the integrationists won the court battle in September?
11. How and when did Grandma India die?
12. The NAACP Officials sent an announcement to Chapters all over the country
(Reference to Into/Through/Beyond strategies page 12 *Write Path*)

asking for families to volunteer to support the Central High School 7 finishing their education. What happened to Melba? How did she relate to her new family? Have you ever lived with a family other than your own? What kind of experience was it?

13. Whom did Melba marry? what was Link's response to Melba's marriage? Did her marriage last?
14. What is interdependence? What are some ways we can cope with it?

EPILOGUE - October 23, 1987 "Little Rock 9 Come Together"

1. Who greets the Little Rock 9 as they enter the auditorium on October 23, 1987? What is the significance of this event?
2. What has become of the nine students who integrated Central High School?
3. What social issues do young people deal with today? How has the power of non-violence been used in today's world? Would you ever use non-violence as a protest? For or against what? What forms of non-violence would you implement?