

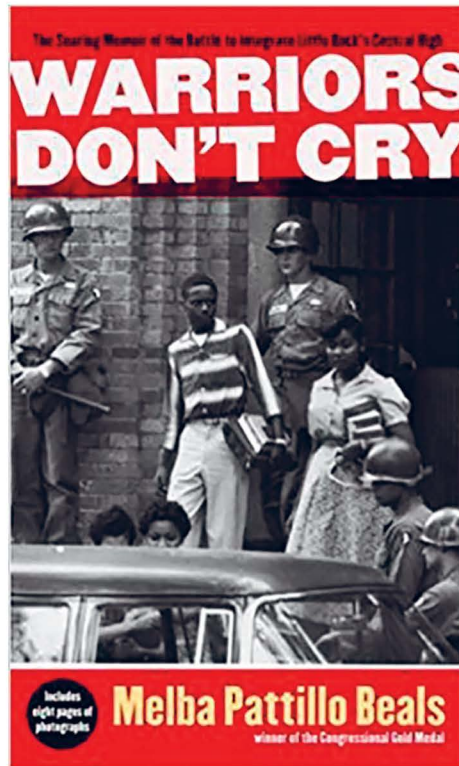
Reading ^{with} Relevance

Building INDEPENDENT READERS and THINKERS

A TEACHER'S GUIDE FOR

Warriors Don't Cry

A memoir by Melba Pattillo Beals

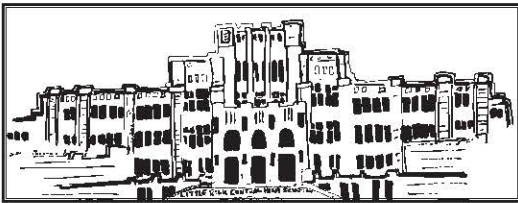


Recommended for:
Grade Levels
8th-10th

A tool to inspire change

This literacy curriculum is constructed around a content-rich novel that builds students' literacy skills and supports their character development and self-confidence. Students are motivated to read because they relate to the strong, diverse, and resilient characters featured in our selected novels and because each session gives them the opportunity to connect what they've read to their own lives.

Developed, field-tested, and refined in our own tutoring and mentoring programs, this Common Core Standards curriculum has inspired persistently low-performing students to engage with literature, make meaning in their lives, and improve their English language arts skills. Now, *Reading with Relevance* is available to help you dig deep into the social, emotional, and academic needs of your students, whether in your classroom, after-school program, or youth development agency!



Why *Warriors Don't Cry?*

This memoir tells the story of Melba Pattillo — a brave, resilient, and justice-minded high school junior who chooses to join the historic Little Rock Nine as they racially integrate Central High School in 1957. We chose this book for its powerful exploration of important social and emotional themes: courage, racism, social justice, non-violence, sacrifice, and empathy. This curriculum will inspire students to build connections between Melba's life in the Jim Crow South and their own experiences as contemporary Americans.

This teacher's guide includes:

- A facilitator's guide with tips and resources for implementing the curriculum.
- A map of Common Core Standards addressed through this program.
- Fourteen individual lesson plans, including vocabulary, discussion questions, journal prompts, extension activities, and all handouts.
- Two assessments to monitor student progress throughout the program.
- Regular checkpoints to help teachers assess their students' progress on ELA standards.
- A culminating essay-writing unit.
- An appendix with additional teaching resources and activities to continue exploring this novel.

Session 3

pages 33-46

Vocabulary

riveted (pg. 35): v., focused

vile (pg. 36): adj., foul or evil

futile (pg. 37): adj., pointless

predicament (pg. 37): n., a difficult situation

resigned (pg. 42): v., accepted that one can't do anything about something

wrenched (pg. 44): v., violently twisted

pretense (pg. 46): n., pretending, an act

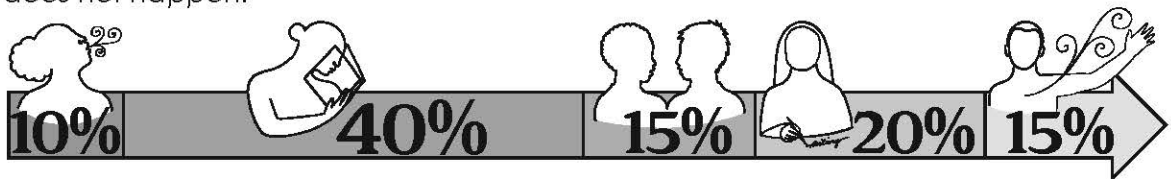
Today's Theme

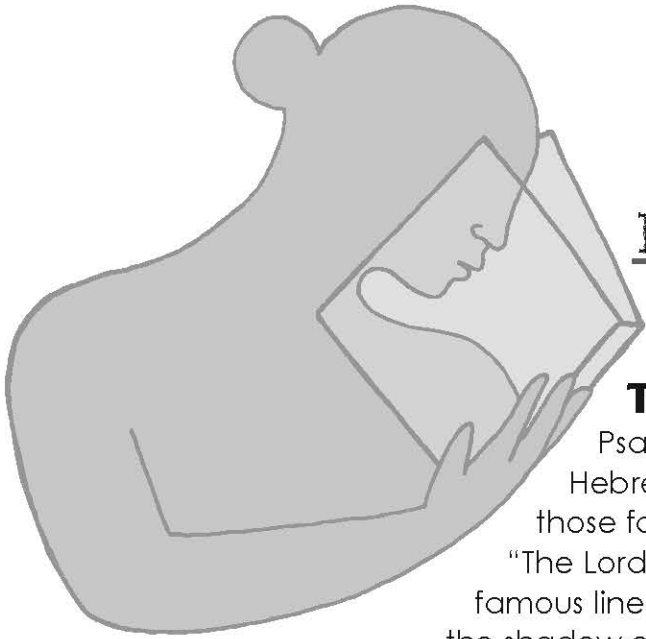
Today's theme is **courage**. Melba faces incredible obstacles, including threats of extreme violence, during her initial attempt to enter her new school. While she could have easily chosen to back down from her plan to integrate Central High, Grandma India provided the inspiration she needed to persevere in the face of the very real danger she faces. Courage doesn't mean that we don't also experience fear, but that we choose to act bravely despite these fears. How can courage push us to accomplish difficult, and seemingly impossible, challenges? How do your students act courageously in their own lives?

Note: Potentially sensitive topics for students in this section of reading include: hate speech and violence. Refer to the Sensitive Topics section of this guide for more support.

Session 2 Recap

Melba is in seventh grade in 1954 when the Supreme Court rules segregation unconstitutional. Students are immediately sent home, and while Melba is walking home, a white man enraged at the thought of schools integrating attempts to beat Melba and rape her. Marissa, an older schoolgirl, hits the man with her bag and helps Melba run home to safety. Melba's parents ultimately decide not to tell the police for fear of more trouble or retaliation. Soon after, Melba, without her family's knowledge, signs up to be a student who integrates into the white Central High. Melba and her family learn that Melba will be part of the first wave of students to desegregate Arkansas schools. The weeks that follow are a whirlwind of news reporters, meetings with officials, and threats from racist white people. Governor Faubus sends the National Guard Troops to block the black students from entering Central High and hundreds of racist protesters come from far and wide to see that integration does not happen.





During Reading

bayonets (pg. 41): knives or swords attached to rifles or muskets

Twenty-Third Psalm (pg. 45): A popular Psalm from the Old Testament of the Bible (and the Hebrew Torah) often read at funerals and to comfort those facing troubling times. The Psalm famously opens: "The Lord is my Shepherd, I shall not want," though its most famous line is probably "Though I walk through the valley of the shadow of death, I will fear no evil."

James Darren (pg. 45): a teen idol during the 1950s

Discussion Questions

-
- A light gray illustration of two people's heads in profile, facing each other as if in conversation. A large question mark is positioned between them.
- Were you surprised by what you read today?
 - What is the scene like at Central High?
 - How does this scene affect Melba and her mom?
 - Why does her mother say never to speak of it again?
 - What does Grandma India tell Melba to read when she is finished crying?
 - Do you think Grandma India was being fair to Melba by not allowing her to go to the community center with Minnijean? Why or why not?
 - Why does Melba want to go back to her old high school?
 - What is Grandma India's response to this?
 - Grandma India stays up with her shotgun loaded guarding the house. What do you think about this reaction?

Journal Prompt

PERSEVERANCE

- Melba considers returning to her old high school, but Grandma India convinces her to persevere in this new challenge for which she has volunteered.

Write about a time when you had to persevere through adversity and challenge.

- » What happened? What made it so difficult to go forward?
- » What things (people/beliefs/messages) helped you manage this situation?
- » What qualities do you think a person must have to persevere through adversity?

COURAGE

- When Melba thinks about returning to her old school, Grandma India tells Melba that she is not a quitter. She says that the women in their family are warriors who don't break down in the face of adversity.

What advice would you give Melba to inspire her to be brave?

- » Have you ever received good advice about being courageous? What was that?
- » Who supports you to be brave when you feel scared?
- » How do you demonstrate courage in your own life?

Checkpoint

- Students should start each journal entry by introducing the topic of their writing.
 - » Construct a clear topic sentence.
 - » For example, "Today, I am going to write about _____."

Extension Activity

In this activity, you will guide students through the process of activating their schema before they go further into the memoir. When student activate their schema during the reading process, it can help improve comprehension and investment in the text. Have students complete the three vertical columns in the handout, writing about what they already knew about school integration before reading, what new evidence they've discovered about the topic, and what questions they have about this historical period. You can come back to this page at the end of the book to have students fill in the bottom section, outlining what they have learned about school integration through reading.

Materials:

- » What Do You Know Handout

Name: _____

What I already knew about school integration:	What new evidence I've discovered about school integration:	What questions I've discovered about school integration:
What I've learned about school integration:		

Fill in the top three columns of today's handout. Write in everything you already know about school integration, what new evidence you've already discovered about this topic through your reading, and what questions you have about this historical period. When you've finished reading, you'll come back to write about what you've learned by the book's end.

What Do You Know?

Appendix

Additional Activities

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Get to Know MFI

Moving Forward Institute is a nonprofit publisher of social justice educational materials. The organization was created by the founders and staff of Moving Forward Education, a multi-generational tutoring and mentoring organization aimed at fostering academic and emotional success for underserved students in California. Since our founding in 2003, MFE has provided tutoring and mentoring services to thousands of students and has trained hundreds of young adults to enter careers in the educational field. This reading curriculum was developed by our leadership team and its advisory group, including credentialed teachers and college professors. This program has been successfully facilitated throughout California by achieving powerful and measurable results for students and schools. To learn more about our organization, or our research and data, please contact us today.

Our Purpose

At Moving Forward Institute, we know that students can be successful learners when their social and emotional needs are met.

We empower educators to meet the academic, social, and emotional needs of their students by using culturally-relevant and gender-responsive reading curricula.

Training and Professional Development Services

While lesson plans are designed to be easily facilitated by classroom teachers and after-school staff alike, our in-person training and professional development services will ensure fully effective implementation of the literacy curricula.

Additionally, we offer technical support, classroom observation, and program evaluation services to help your program be successful. Contact us for more information about these services!

Contact Us

Contact us today to learn more about how the Moving Forward Institute can support your students and staff!

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By Mail: 1425 Park Ave
Emeryville, CA 94608

If your students liked *Warriors Don't Cry* . . .

*...they might love some of our other book selections! We suggest that you check out *March*, *The Absolutely True Diary of a Part-Time Indian*, and *The Hate U Give*. Please visit our website today to browse our full selection of socially and emotionally rich novel-based curricula!*