

Reading *Freedom on the Menu*

Parent Guide, page 1 of 2

Read the “Reading Helpers” sheets for specific directions.

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



Reading *Freedom on the Menu*

Parent Guide, page 2 of 2

- **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)

YOU NEED

- Reading Helpers sheets (*attached*)
- Background sheets (*attached*)
- *Freedom on the Menu* book

More information at <http://americanhistory.si.edu/ourstory/activities/freedom/>.



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National Museum of American History
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Reading *Freedom on the Menu*

Background Information, page 1 of 2

For more information, visit the National Museum of American History website <http://americanhistory.si.edu/ourstory/activities/freedom/>.

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.



Image of students starting the sit-ins

From *Freedom on the Menu*

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.



Reading *Freedom on the Menu*

Background Information, page 2 of 2

The National Museum of American History added a portion of the Greensboro lunch counter to its collection after the Woolworth store shut down. Today, it is on display as one of the landmark objects in the Museum. For more information, visit <http://americanhistory.si.edu/news/factsheet.cfm?key=30&newskey=53>.



A piece of the lunchcounter from Greensboro, North Carolina

At the National Museum of American History

Think of something you're not allowed to do.

Why can't you do it? Who keeps you from doing it?

What could you do to convince someone to let you do it?

Use the Reading Helpers on the next page to find out about a group of people who make big changes in Freedom on the Menu.

Facts and Fiction

Freedom on the Menu is a work of historical fiction for kids. To tell the main story clearly, the author wrote about a fictional family and pulled together details from slightly different times in history and locations in the South.

Check out *The Jim Crow Laws and Racism in American History* by David K. Fremon, a nonfiction resource, to get just the facts.

Freedom on the Menu: The Greensboro Sit-Ins by Carole Boston Weatherford, illustrated by Jerome LaGarrigue. Text (c) 2005 by Carole Boston Weatherford. Illustrations (c) 2005 by Jerome LaGarrigue. Used by permission of Dial Books for Young Readers, A Division of Penguin Young Readers Group, A Member of Penguin Group (USA) Inc., 345 Hudson Street, New York, NY 10014. All rights reserved.



Reading *Freedom on the Menu*

Reading Helpers, page 1 of 3

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**.

Reading *Freedom on the Menu*

Reading Helpers, page 2 of 3

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.
- 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?



Reading *Freedom on the Menu*

Reading Helpers, page 3 of 3

- 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?

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?



Reading *Freedom on the Menu*

Teacher Guide, page 1 of 3

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SUMMARY

Students will actively read *Freedom on the Menu*, using these suggested reading questions.

RATIONALE

Questions are an important part of learning, and your child can learn a lot by answering questions. Asking and answering questions involves understanding, assessing, and sharing information from different resources like images, written information, and other people. These critical thinking skills enable people to express their curiosity, gain specific knowledge, and build informed opinions.

OBJECTIVES

The students will be better able to:

- Read for understanding.
- Answer questions using written and image resources.
- Recall one or more fact about the civil rights movement.

TIME

- 30 minutes

AGE GROUP: K-4

TARGET VOCABULARY:

- **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
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- **lunch counter:** a long counter on which lunches are sold, image on cover
- **nonviolent:** a philosophy or strategy for change that opposes using violence

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Reading *Freedom on the Menu*

Teacher Guide, page 2 of 3

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- **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)

MATERIALS

- Reading Helpers sheets (*attached*)
- Background sheets (*attached*)
- *Freedom on the Menu* book

STUDENT PERFORMANCE CRITERIA

- Discussion exhibits understanding of story and historical details.
- Discussion exhibits understanding of vocabulary in the context of the story.

STANDARDS

NCHS History Standards

K-4 Historical Thinking Standards

- 2H. Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.
- 3C. Analyze historical fiction.
- 3F. Analyze illustrations in historical stories.

K-4 Historical Content Standards

- 1B. The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values.
- 2B. The student understands how communities in North America varied long ago.



Reading *Freedom on the Menu*

Teacher Guide, page 3 of 3

- 4A. Demonstrate understanding of how the United States government was formed and of the nation’s basic democratic principles set forth in the Declaration of Independence and the Constitution.
- 4B. Demonstrate understanding of ordinary people who have exemplified values and principles of American democracy.
- 4C. Describe how historical figures in the United States and other parts of the world have advanced the rights of individuals and promoted the common good and identify character traits such as persistence, problem solving, moral responsibility, and respect for others that made them successful.

IRA/NCTE Language Arts Standards

- 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

21st-Century Skills

Learning and Innovation Skills

- Critical Thinking and Problem Solving

Information, Media, and Technology Skills

- Information Literacy

ISTE National Educational Technology Standards (NETS.S)

Creativity and Innovation

- D. Identify trends and forecast possibilities.

