

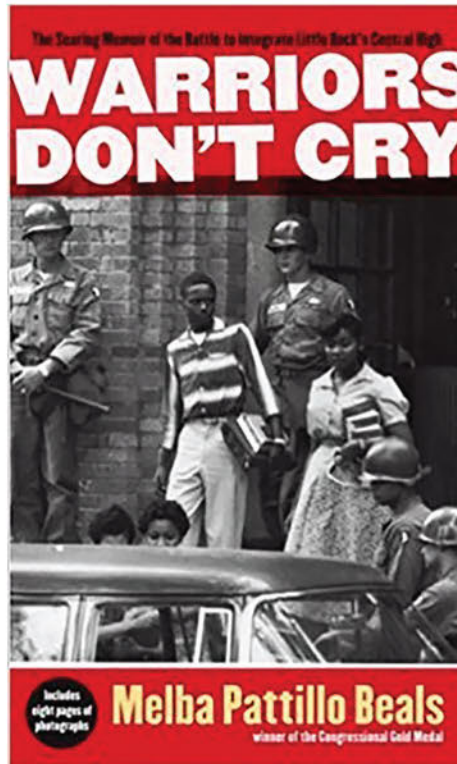
Reading ^{with} Relevance[®]

Building INDEPENDENT READERS and THINKERS

YOUR STUDENT WORKBOOK FOR

Warriors Don't Cry

A memoir by Melba Pattillo Beals



This workbook belongs to:

About the Book

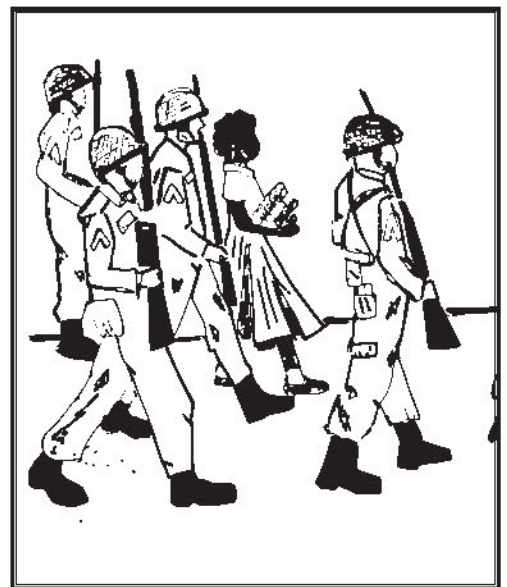
Warriors Don't Cry

Story Summary

This is an autobiographical account of Melba Pattillo, one of the Little Rock Nine — the first African American students to integrate Central High, an all-White school in Arkansas. Melba begins her account in late elementary school, around the time of the Brown v. Board of Education Supreme Court ruling that declared segregation in schools to be illegal. Melba secretly signs up as one of the students interested in being a part of the small group to integrate Little Rock Central High. Melba and the eight other students selected to integrate Central High are constantly met with opposition, in spite of support from the Supreme Court and the president of the United States. Melba narrates the violence, political games, tormenting, and isolation she and the Little Rock Nine endure and resist. Following a year of struggle, unlikely friendships, and tremendous growth, Melba and her friends part ways to further pursue their educations.

About the Author: Dr. Melba Pattillo Beals grew up in Little Rock, Arkansas, during the era of segregation. In 1957, when Melba was 17 years old, she enrolled at the all-White high school, Little Rock's Central High, as one of only nine Black students to integrate the school. Despite threats and extreme violence toward her, Melba finished the school year at Central High. She was unable to return for her senior year because the Arkansas governor shut the school down rather than let it remain integrated. Melba moved to Santa Rosa, California, to finish her senior year of high school with a sponsor family. She earned a B.A. in journalism from San Francisco State University, an MA in journalism from Columbia University Graduate School of Journalism in New York, and a Ph.D. in education from the University of San Francisco. She has worked as a reporter for San Francisco's public television station and for the Bay Area's NBC affiliate. Dr. Beals is a recipient of the Robert F. Kennedy Book Award, the Spingarn Medal and the Congressional Gold Medal, and is currently Chair of the Communications Department at Dominican University in San Rafael, California.

About the Author



Session 3

Theme: *Courage*

Guiding Question: *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 have you acted courageously in your own life?*

Vocabulary

Write a complete sentence for each of the following vocabulary words. Use the definitions provided to make sure you are using these words correctly!



riveted (pg. 35): v., focused

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

futile (pg. 37): adj., pointless

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 to integrate into the all-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.

Read pages 33-46



While You Read:

As you read, keep track of unfamiliar words, inspiring quotes, and questions you have.

Reading Context: Consider looking up a video or image of this actor and singer mentioned in today's reading.

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

Discussion Questions

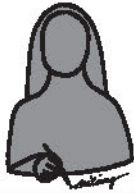


Write your response to each question below using a complete sentence.

- Were you surprised by what you read today? What is the scene like at Central High?

- 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?

- Grandma India stays up with her shotgun loaded, guarding the house. What do you think about this reaction?



Choose one of these prompts to respond to in at least one full paragraph of writing.

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?

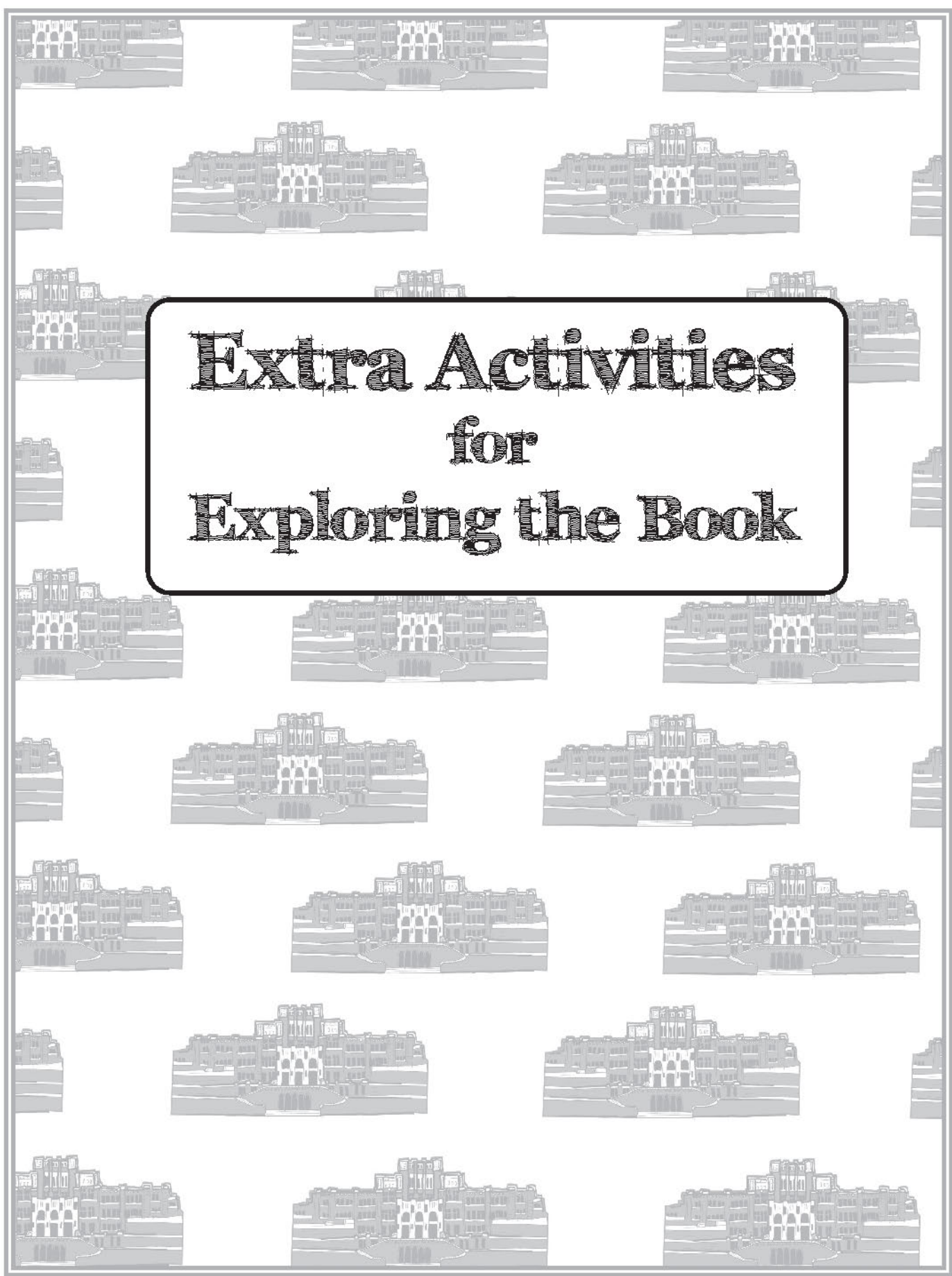
- » Have you ever received good advice about being courageous? What was that?
- » Who supports you to be brave when you feel scared?
- » How do you demonstrate courage in your own life?

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:		

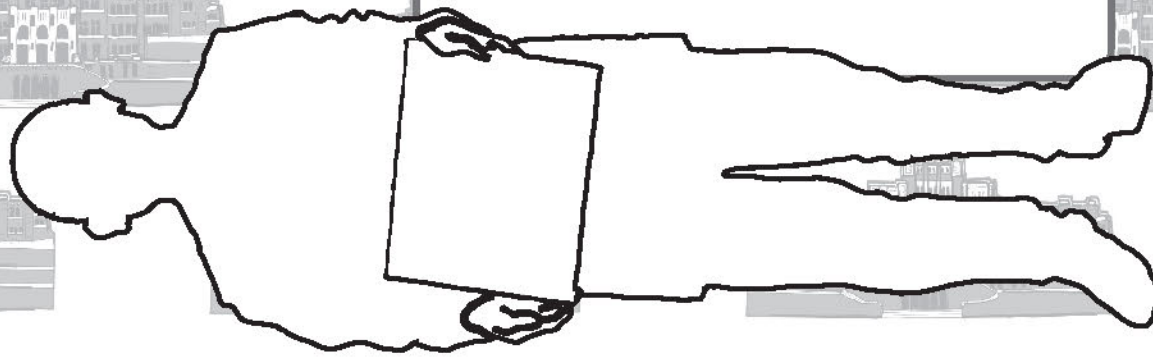
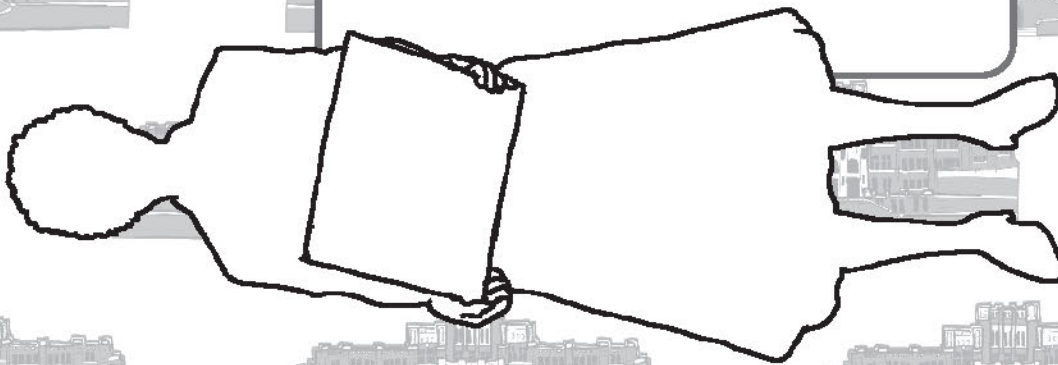
Fill in the top three columns of this handout. Write in everything you already know about school integration, what new evidence you've already discovered about this topic through your reading, and what questions you have about this historical period. When you've finished reading, you'll come back to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

What Do You Know?



Extra Activities
for
Exploring the Book

Name: _____



Select two individuals from the book to further analyze. Inside each silhouette, list the internal traits of this person: think about their goals, attributes, personality, etc. Outside each silhouette, outline the external influences on this person: the laws, historical events, and race/class/gender restrictions that impact this individual.

Character Analysis