



A "Counter Revolution" in North Carolina: The Greensboro Sit-Ins

Overview

Despite hard-fought gains in the fight for racial equality, segregation remained firmly entrenched in 1960 America. Black citizens in the South were still treated as second-class citizens and their calls for justice remained largely unheard by the nation, until events in Greensboro, North Carolina, changed all that. Through class discussion, a Power Point presentation, image exploration, creative writing, video and reading, students will learn about segregation and how it affected society, with a focus on the brave college students who started a national protest movement in Greensboro, NC against segregation. Students will explore the events of the Greensboro sit-ins and their effect on winning the battle against segregation.

Grade

8

Course

North Carolina: Creation and Development of the State

North Carolina Standard Course of Study for 8th Grade Social Studies

- Objective 7.02: Evaluate the importance of social changes to different groups in North Carolina.
- Objective 7.04: Compare and contrast the various political viewpoints surrounding issues of the post World War II era.
- Objective 7.05: Evaluate the major changes and events that have effected the roles of local, state, and national governments.
- Objective 9.02: Identify past and present state and local leaders from diverse cultural backgrounds and assess their influence in affecting change.
- Objective 9.03: Describe opportunities for and benefits of civic participation.

NC Essential Standards for 8th Grade Social Studies (to be implemented in the 2012-2013 school year)

- 8.H.1: Apply historical thinking to understand the creation and development of North Carolina and the United States.
- 8.H.2.1: Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights and citizenship and immigration policies) on the development of North Carolina and the United States
- 8.H.2.2: Summarize how leadership and citizen actions influenced the outcome of key conflicts in North Carolina and the United States.
- 8.H.3.3: Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.
- 8.C&G.1.4: Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States
- 8.C&G.2.1: Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States
- 8.C&G.2.2: Analyze issues pursued through active citizen campaigns for change
- 8.C&G.2.3: Explain the impact of human and civil rights issues throughout North Carolina and United States history
- 8.C.1.3: Summarize the contributions of particular groups to the development of North Carolina and the United States

Essential Questions

- What is segregation and what effects did it have on southern communities?
- Who were the Greensboro Four?



- What were the goals of the sit-in movement?
- How does nonviolent direct action expose injustice? Why was it such an effective strategy for bringing about change during the civil rights movement?
- What impact did the Greensboro sit-ins have (locally and nationally?)
- Why is it important to study, remember and honor the actions of civil rights activists such as the Greensboro Four?

Materials

- Small treats, such as bite-sized candies
- “Assigned Places,” homework reading and questions attached
- The Greensboro Sit-In Power Point, located in the Database of Civic Resources at www.civics.org/resources/docs/GreensboroCounterRevolution.pdf
 - To view this PDF as a projectable presentation, save the file, click “View” in the top menu bar of the file, and select “Full Screen Mode”; upon completion of presentation, hit ESC on your keyboard to exit the file
 - To request an editable PPT version of this presentation, send a request to hinson@sog.unc.edu
- The Greensboro Four, reading attached
- Optional: Woolworth Lunch Counter video: http://www.youtube.com/watch?v=Xbbcjn4d1cE&feature=player_embedded (6 min. running time)
 - Teacher Note: Since most school districts block access to YouTube on campus, teachers will need to download the video clip and play it from a laptop hard drive or memory stick.
- Assignment Sheet: Organizations Promoting Civil Rights and Nonviolence, attached

Duration

60-90 minutes

Student Preparation

- Students should have a basic understanding of the period of Jim Crow and segregation. (See the Consortium’s “Life in the Jim Crow South,” “Sitting Down to Stand Up for Democracy,” or “School Segregation in North Carolina,” each available in the Database of Civic Resources.)
- Teachers can assign the attached “Assigned Places” article and questions prior to teaching this lesson.

Procedure

Day 1

Warm-Up: Segregation and Discrimination Simulation

1. At the beginning of class, ask all of the students to stand and give the following directives:
 - Say to students, “When I give the signal, without talking, I want you all to form 12 groups based on the months of your birthdays. Once you’ve formed your group, stand with your group mates separately from all other groups and remain silent.”
 - Once students have formed their groups, tell the groups, politely invite the students born between April and December to take a seat of their choice. Lavishly welcome them to take any seat they like in the entire room.
 - Once the April-December groups have chosen their seat, circulate around the room and serve each of them a treat. Ideally, teachers will have a bowl of treats and will allow each seated student to choose whatever they would like.
 - If any of the students still standing try to sit, try to get candy, or grumble, harshly reprimand them and require them to remain standing. Teachers may even want to move them to the back of the room or a corner to stand. Sternly instruct the students to remain quiet and patient. Explain that it is not their turn to be served, nor are they allowed to sit right now.
 - Engage the seated students in fun banter, asking them how their day has been and what plans they have for the weekend. Also, continually ask if you can get them anything else (i.e. another candy.)
 - Remind the standing students that they are to remain silent and not to contribute to the discussion until asked to do so. When students complain, threaten them with consequences.



2. Finally, ask the standing students,:
 - How are you feeling right now and why?
 - What determined you having to stand rather than sit and be served treats? (birth month; a totally random and silly characteristic)
 - How does it feel to watch another group being given certain rights or preferential treatment because of a random characteristic?
3. Ask the seated students:
 - How are you all that are seated feeling and why? Are you enjoying your privilege? Why or why not?
 - Do any of you who are seated feel that what I am doing is wrong? If so, why didn't anyone challenge me to treat those standing fairly? (Hopefully a student will note that sticking up for those being mistreated might threaten the privileges they are experiencing. If a seated student did stick up for those forced to stand, ask the student why they made this choice.)
4. Invite the standing students to return to their seats and provide each of them a treat as well. Apologize for picking on them and let the class know that you did that exercise for a reason. Explain to students that the experience they just went through was a lighthearted example of what white and black people actually experienced in North Carolina during the years when **segregation** was legal. Explain to students that while what they just experienced emotionally is in no way as serious as what those who experienced segregation likely felt, they can perhaps begin to imagine the complex emotions that were at play.
5. Optional: If students completed the "Assigned Places" reading for homework, tell them to take out their article and pose the following questions to link the reading to the warm-up; otherwise continue to step 6:
 - Based on the article you read, what is segregation?
 - In what way did this simulation somewhat represent segregation?
 - List at least three examples of places where segregation occurred. (Students should understand that segregation was everywhere, affecting all aspects of society.)
 - What is the most surprising thing you learned while reading this passage? Why?
 - How do you think African Americans felt during this period? How does it compare to how those of you left standing felt during our exercise? (Remind students that the emotions they felt could not possibly represent the full aspect of emotions felt during segregation, but it can help us begin to try to understand how such unjust treatment felt.)
 - How did the laws support segregation?
 - How did people's behavior and cultural norms support segregation?

A Counter Revolution in Greensboro, North Carolina: PowerPoint Discussion

6. Tell students that in today's lesson, they will focus on **segregation in North Carolina**, particularly in North Carolina's town of **Greensboro**, and how a group of brave and motivated individuals brought about an end to this unfair practice.
7. Project [slide 2](#) of the accompanying Power Point and ask students to note various types of segregation that were present in North Carolina. Responses should include schools; transportation (buses, trains, etc.); hospitals; water fountains; entrances to buildings; bathrooms; restaurants; movie theatres; hotels; pools; parks; benches; cemeteries; churches; etc. Continue to [slide 3](#) and have students examine the various images of segregation, asking them to imagine living in such a world where their day to day existence was separated in this way, all based on the color of one's skin. Explain to students that while it is hard for us to imagine this today, these were actual scenarios up until the 1970s!
8. Project [slide 4](#) and ask students what "double standard" they think the picket sign is referring to. Let students know that many of the cafes that were segregated, such as Greensboro's Woolworths, would only allow white people to sit and eat at the lunch counter. Yet, the stores happily took the money of African Americans who shopped in the retail section of the store. Explain to students that many community members grew tired of this unjust "double standard," and decided to do something about it.



You are There: Creative Writing Activity

9. Continue to slide 5 and explain to students that as a means of protesting segregated lunch counters and stores, African Americans and white allies began to organize “sit-ins,” a form of peaceful protest in which participants would take a seat meant for “whites only” and wait for service. Ask students to focus on the image of a sit-in at the Woolworth store in Jackson, MS and ask:
 - What do you see in this picture?
 - What is happening?
 - What emotions do you see represented and in whom?
 - What are the people sitting at the lunch counter risking?
 - Why do you think those sitting at the counter are not responding violently? How might the portrayal of this event be different if the students had had returned the aggression they were receiving?
 - If you were one of the people sitting at the lunch counter, would you respond differently? Explain. What consequences might you experience if you responded in this way?

10. After getting students’ thoughts going, count students off with the numbers 1-7 (repeating each number several times is fine.) Project slide 6 and tell students to focus on the person labeled with their number. Tell students to assume the role of this person in this moment and instruct them to write a first-person narrative regarding what they are thinking, feeling, seeing, hearing, etc. in this moment. Explain to students that there is no right or wrong; they are simply to imagine what is going through this person’s mind and to write it down. Let students know that they should be prepared to dramatically share their monologue in 8-10 minutes with the class. Questions teachers may want to pose to further student creativity as they write:
 - What are you doing right now and why?
What is the environment around you like?
 - What do you smell, hear, see, etc.?
 - How are you feeling and why?
 - What are you hoping for?
 - What is your goal?
 - What are you afraid of?

Teacher notes:

- Teachers should give students some brief parameters for what language is acceptable in their writing; while it is likely racial slurs would have been used by the white people represented, it is advised that students not use this language in their passages. Rather, they can convey similar emotions with less historically charged words.
 - Students who have difficulty writing can simply be instructed to list words that come to mind upon examination of their assigned person.
 - While students write, if there are particular students who enjoy singing, teachers may want to ask them if this image brings any particular song to mind. If so, teachers may want to ask 1-2 students to softly sing this song throughout the readings in step 9.
11. Once student’s have had time to formulate and write down their thoughts, give students a two-minute warning during which they should review what they have written, checking for clarity and preparing to read their first-person words out loud. Next, have 7 student volunteers who represent each figure to come to the front of the classroom and take the same position as the people in the image. In numerical order, have the students come to life from their frozen image and read their first-person monologues (students with difficulty writing can simply read their list of words, which can still have a powerful effect in the presentation.) As students dramatically share their writing, the image and time period can come to life in a moving way. Having a student softly singing underneath the readings can further dramatize the scene.

The Greensboro Four



12. Next, tell students they are going to examine the sit-ins that are largely given credit for starting a sit-in movement across America to end segregation, which occurred in our own state! Distribute the attached article, “The Greensboro 4,” for a brief introductory reading regarding the Greensboro sit-ins. In partners, instruct students to read the article and discuss the questions located on slide 7. After approximately 15 minutes of partner reading and discussion, project slide 8 and give students additional information regarding the background of the “Greensboro Four,” such as:
- Ezell Blair, Jr. was the son of an early member of the NAACP who introduced his children to the idea of activism at an early age. Ezell attended Dudley High School, an all-black high school in Greensboro’s segregated school system, where he befriended Franklin McCain. Franklin, raised in the more racially open city of Washington, DC was angered by the segregation he encountered in Greensboro. Ezell and Franklin also became friends with David Richmond, the most popular student at Dudley High.
 - In 1958, Ezell and David heard Martin Luther King, Jr., speak at Bennett College in Greensboro.
 - At the same time, the rapid spread of television was bringing images of oppression and conflict from around the world into their living rooms. Ezell was inspired by the non-violent movement for independence led by Mahatma Gandhi and chilled by the brutal murder of Emmett Till.
 - In the fall of 1959, Ezell, Franklin, and David enrolled in Greensboro’s all-black college, North Carolina A & T State University. Ezell’s roommate was Joseph McNeil, an idealistic young man from New York City.
 - Ezell, Franklin, David, and Joseph became a close-knit group and got together for nightly bull sessions in their dorm rooms. During this time they began to consider challenging the institution of segregation. The breaking point came following Christmas vacation when, on returning from a visit to New York City, Joe McNeil was denied service at the Greyhound bus station in Greensboro. Joe’s degrading experience made the four friends decide to stop talking and actually do something. On the night of January 31, 1960, after several weeks of discussion, they challenged one another finally to take action.

Optional: For additional introductory information, teachers can play the brief 6 minute clip regarding the history of Greensboro’s Woolworth lunch counter, located at: http://www.youtube.com/watch?v=Xbbcin4d1cE&feature=player_embedded . (As most school districts block use of YouTube on campus, teachers should download the video clip to their hard drive and play the video from there.)

13. Further discuss:
- What do you think influenced these four young students to challenge segregation? (i.e. parental influence, influence of prominent civil rights speakers such as MLK, unjust treatment, etc.)
 - Why do you think they chose Woolworths in particular? (Not only was it a popular store, it was a store that had no trouble taking the money of African Americans for retail items. The fact that African Americans could shop but couldn’t eat at the lunch counter was all the more hypocritical.)
 - What was McCain and the other students afraid of and why? (from the video)
 - Why didn’t the cop know what to do regarding the situation? (from the video)
 - What do you think would have been hardest about participating in this sit-in and why?
 - What do you think was most effective regarding their sit-ins? (i.e. the choice of non-violence, making the choice to stand up for what you believe in regardless of the risks, etc.)
 - McCain ends by asking, “What was all the fuss about?” (from the video) How can you answer this question? Why was it such a ridiculously big deal that only whites be served at the counter?
14. Briefly go through and discuss slides 9- 15 with students, which provide further details regarding the monumental events occurring in Greensboro, NC. On slide 16, direct students to partner with a student sitting next to them and discuss the following questions. Students should be prepared to share their answers with the class in 5-10 minutes.
- Why was it such a revolutionary action for a black person to sit down at a “whites-only” lunch counter in 1960 North Carolina?
 - How do you imagine the A&T students felt when taking that seat for the first time?
 - Evaluate the use of “nonviolence” in the sit-in movements. Do you agree or disagree with this philosophy? Explain. What can be most effective about using nonviolence? What can be ineffective?



- Why do you think many civil rights activists, such as Martin Luther King, believed so passionately in nonviolence?
 - How would you characterize David Richmond, Franklin McCain, Ezell Blair, and Joseph McNeil?
15. Next, project [slide 17](#) and explain to students that thanks to the brave people that stood up to segregation and fought to end it. By 1968 the Supreme Court had declared all forms of segregation unconstitutional. By 1970, formal racial discrimination was illegal in school systems, businesses, the American military services and the government. Separate bathrooms, water fountains and schools all disappeared. Yet, this is not history that happened hundreds of years ago. Remind students this is history that happened in the lifetime of some of their older relatives (such as grandparents perhaps).
16. Continue to [slide 18](#), which pictures the preserved lunch counter from Woolworths, one section of which is located in the Smithsonian and the other in the Greensboro museum, as noted in the 6 minute Woolworths video played earlier. Discuss:
- Why do you think effort was made to preserve sections of the Woolworth counter? Why is it important to study the events of 1960 still today?
 - Some people are uncomfortable talking about racism, or controversial and unjust history such as this. Why do you think that is? Regardless, why is it so important to talk about these issues, and to really hear one another and respect one another?
 - Why is it important to remember the actions of the AT&T students and others who stood up against segregation in particular?

Optional Culminating Assignment: Organizations Promoting Civil Rights & Nonviolence

17. Pass out the attached assignment sheet, “Organizations Promoting Civil Rights & Nonviolence,” and explain to students that the use of nonviolent dissent was at the heart of the U.S. Civil Rights Movement throughout the 1950s and 1960s, including the student sit-ins that occurred in Greensboro, NC. Discuss that beyond spontaneous and planned student sit-ins, several organizations were formed to organize and fight for civil rights using nonviolent dissent and action. Three of the most influential groups—the Congress of Racial Equality, the Southern Christian Leadership Conference, and the Student Nonviolent Coordinating Committee—were pivotal in bringing about social change in America.
18. Tell students that in small groups, they will be assigned one of these three groups and that they will be responsible for researching the group and preparing a product regarding the group that will teach their classmates about the group’s mission, goals, tactics, etc. (Teachers should determine whether or not to allow students to choose their group mates, as well as the organization that they work on. Obviously, the organizations will be repeated among various groups.) Go over the assignment sheet, sharing additional specifications and allowing students to ask questions. Let students know when their final product is due and how much class and homework time will be provided to work on it.

Additional Activities

- Allow students to further explore the Greensboro sit-ins and other prominent events and people pertaining to African American history in NC by examining the “SERVICE” mural, a painting commissioned by the School of Government at UNC-Chapel Hill. The mural, which depicts key African-American leaders in North Carolina and is centered around the “Greensboro Four,” is a stunning visual for teaching students about our state’s African American history. See the Consortium’s lesson plan at <http://www.civics.unc.edu/resources/docs/Service.pdf>.
- Show the documentary, “February One,” in class. Purchasing information as well as a curricular guide can be found at: <http://www.februaryonedocumentary.com/>
- Expose students to the multimedia information at <http://www.sitins.com/multimedia.shtml> , which contains audio interviews of the Greensboro Sit-In participants, photos, video, etc.
- Use Carole Weatherford’s book “Freedom on the Menu, The Greensboro Sit-Ins” as a read aloud in class. While it is a picture book, the content is still relevant and appropriate for an 8th grade audience, and middle school students still greatly enjoy being read to. Use the lesson plan at



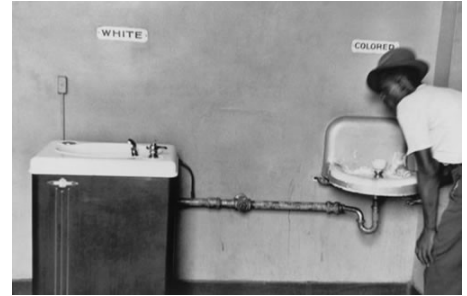
http://www.caroleweatherford.com/freedom_lesson_plan.htm to accompany the book, or have students create their own picture books based on their study of segregation and civil rights.

- Invite a community member to your classroom who is comfortable being interviewed regarding their experiences during segregation. Prior to the class interview, let students know that they are going to have the opportunity to talk with someone who lived during segregation and hear their personal story. Have students brainstorm a list of questions they would like to ask to further learn about the period of segregation. As a class, create a master list of questions that students can pull from when interviewing their guest.
- Take your students for a visit to Greensboro’s “International Civil Rights Center & Museum”; go to <http://www.sitinmovement.org/> for information
- Browse PBS’s comprehensive site regarding February One, Civil Rights and Nonviolence, including lesson plans: <http://www.pbs.org/independentlens/februaryone/civilrights.html>
- A related story to share with students is that of the “Friendship Nine,” who were arrested for their sit-in in Rock Hill, SC (only 30 min. from Charlotte, NC) on Jan. 31, 1961. The 1961 movement also began the “Jail, No Bail” philosophy, which meant civil rights activists who were arrested refused to pay or accept bail. While this meant they would remain behind bars, it also meant the cities enforcing racist laws would not profit from bail money. An excellent 25 minute documentary on the Rock Hill, SC events is available at http://www.scetv.org/index.php/carolina_stories/show/jail_no_bail/.



Assigned Places

When one thinks of the past, many images come to mind. One of the most prominent images of the early twentieth century in the South was the **COLORED** and **WHITE** signs that dotted the landscape across the South. Those signs were the visible images that constantly reminded African Americans of their place in a white society. In storefront windows, waiting rooms, and public accommodation facilities, segregation signs appeared.



Segregation, or racial separation, was carried out by the legislature of southern states enacting laws. The earliest laws legalized segregation in trains and other forms of public transportation where blacks and whites mingled. Eventually a complex web of statutes created a color line that separated the races. These statutes came to be known as Jim Crow laws.

The term *Jim Crow* denotes a policy of segregation. North Carolina enacted segregation laws that mandated the separation of citizens by race or color. As those segregation laws became entrenched, so did social customs and practices that accompanied Jim Crow.

One of the areas where the image of segregation was most visible in North Carolina in the 1920s was in education. The General Assembly had designated funds to support a statewide system of public education in 1907. With such funding, the State Department of Public Instruction began to build schools on a segregated basis.

Public elementary schools for African Americans were built in 1910, and in 1918 the first public secondary school for African Americans was established. Most such high schools were limited to only one or two years. Between 1923 and 1929, public high schools for African Americans were built in larger counties in North Carolina. Second Ward High School in Charlotte opened in 1923, and students traveled from every direction to attend.

However, segregation was not limited to separating black, white, and American Indian children in North Carolina's public schools. Segregation extended to restaurants, travel, amusement and recreation facilities, libraries, hospitals, prisons, housing, and municipal services such as fire stations. Restaurants did not seat minorities in the dining room, and movie theaters had balcony seating for African Americans. There were separate libraries and hospitals, or white hospitals had a separate ward where African American patients were treated.



With the enactment of segregation laws, customs and practices evolved that became part of the Jim Crow system. Although these customs and practices existed, they were not laws that the legislature passed. African Americans had to adhere to rigid customs and practices in their daily contact with whites. It was the custom for African Americans to always address whites as Mister, Miss, and Ma'am, while whites called African Americans by their first names or simply Sister and Boy, regardless of their ages. Another custom was for African Americans shopping at white shops and stores to enter through the back door and wait until white patrons were helped.

Segregation laws, customs, and practices led some African Americans to establish businesses, restaurants, funeral homes, and stores that served the African American community. By the 1920s, Durham had a thriving African American business district made up of North Carolina Mutual Life Insurance Company and Mechanics and Farmers Bank, which provided financing for numerous additional black businesses that opened during the decade.



North Carolina, like most southern states in the 1920s, was rigidly segregated. Jim Crow was a system designed to let African Americans know their place and to keep them in it. Relegated to second-class citizenship, African Americans across the state, from cities and towns to rural areas, endured a system of segregation while building their own institutions.

Source:

Flora Hatley Wadelington

From *Tar Heel Junior Historian* 43:2 (spring 2004).



“Assigned Places” Guided Questions

1. What is segregation?
2. List at least three examples of places where segregation occurred.
3. What is the most surprising thing you learned while reading this passage? Why?
4. How do you think African Americans felt during this period? How does it compare to how side B felt during our exercise?
5. How did the laws support segregation?
6. How did people’s behavior and cultural norms further enforce segregation?



Assignment: Organizations Promoting Civil Rights & Nonviolence

"Nonviolence is a powerful and just weapon. It is a sword that heals. [It] cuts without wounding and ennobles the man who wields it."

~ Dr. Martin Luther King, Jr.

At the heart of the U.S. Civil Rights Movement in the 1950s and 1960s was the use of nonviolent direct-action protest, including the student sit-ins that occurred in Greensboro, NC and many other states. Inspired by the example of Jesus, and the teachings of Mahatma Gandhi during India's struggle for independence, black church and community leaders in the United States began advocating the use of non-violence in their own struggle. Beyond spontaneous and planned student sit-ins, several organizations were formed to fight for civil rights using Gandhi's model of nonviolent dissent and action. Three of the most influential groups—the Congress of Racial Equality, the Southern Christian Leadership Conference, and the Student Nonviolent Coordinating Committee—were pivotal in bringing about social change in America.

- **The Congress of Racial Equality (CORE)** was founded in Chicago in 1942 to promote better race relations and end racial discrimination in the United States. One of their first nonviolent actions was a protest against segregation at a Chicago coffee shop in 1943, one of the earliest known sit-ins of that era. During the height of the Civil Rights Movement, CORE was instrumental in some of the era's most powerful protests, including voter registration drives and challenges to interstate transportation practices. One of CORE's most successful projects was sending more than 1,000 "Freedom Riders" on buses throughout the South in 1961 to test segregation laws, which ultimately ended segregation on interstate bus routes. CORE was also one of the sponsors of the 1963 Civil Rights March on Washington.
- **The Southern Christian Leadership Conference (SCLC)** was organized in 1957 by Dr. Martin Luther King, Jr. and others to create a base of operation in the South and build a national platform upon which to speak about segregation and civil rights. Based on principles of nonviolence and civil disobedience, SCLC quickly became a major force in the movement. Working primarily in the South, SCLC conducted leadership training programs and citizen education projects. The organization played a major part in the Civil Rights March on Washington in 1963, where King gave his famous "I Have a Dream" speech. Some of SCLC's most influential work was the coordination of voter registration drives in Albany, Georgia, and Birmingham and Selma, Alabama in the early 1960s. Those campaigns eventually led to passage of the federal Civil Rights Act of 1964 and the Voting Rights Act of 1965.
- **The Student Nonviolent Coordinating Committee (SNCC)** was organized in 1960 at Shaw University in Raleigh, North Carolina. Marion Barry, who would later become the mayor of the District of Columbia, served as its first chairman in 1961. Directly inspired by the Greensboro sit-ins and its nonviolent approach, members of SNCC conducted numerous other sit-ins throughout the South. They also participated in "Freedom Rides" to end segregation on interstate buses, and they sponsored voter registration and citizenship education drives during the Mississippi Freedom Summer of 1964. While SNCC had been devoted to nonviolent resistance, some members began to rebel. Under the leadership of Stokely Carmichael (who coined the phrase "black power") in the mid-1960s, SNCC was influenced more by the idea of Black Nationalism and radical tactics. The group began to dissolve and it disbanded in 1970.

Source: <http://www.pbs.org/independentlens/februaryone/civilrights.html>

Your group will be responsible for teaching your classmates about one of the three groups listed above. Your final presentation can take one of the following three formats:

- An informational brochure
 - Must be tri-fold and include images and text
- A performance (short play)
 - Must be 5 minutes when performed; a script must be turned in as part of the grade
- A multimedia presentation (i.e. informational or documentary video, a movie, a Power Point, etc.)
 - Presentation should be 5 minutes when delivered to or played for class

Your final project must teach classmates about:

- The organization's mission, philosophy, and goals
- Prominent people involved with the organization; key members and their actions
- Tactics utilized by the organization
- Important events organized and supported by the organization
- Successes and challenges experienced by the organization
- Additional interesting or inspiration information of your choice

Your project is due to be shared in class on: _____



The Greensboro Four

Series: Civil Rights



This photograph, taken on February 10, 1960, shows a sit-in at a Woolworth's in Raleigh. Courtesy of the Raleigh *News and Observer*.

On February 1, 1960, four friends sat down at a lunch counter in Greensboro. That may not sound like a legendary moment, but it was. The four people were African American, and they sat where African Americans weren't allowed to sit. They did this to take a stand against segregation.

Franklin McCain, Ezell Blair Jr. (later known as Jibreel Khazan), Joseph McNeil, and David Richmond were freshmen at the Agricultural and Technical College of North Carolina (now North Carolina A&T State University). The students wanted to protest segregation laws that prevented African Americans from entering certain public places. They

agreed to stage a sit-in at Woolworth's, a variety store that had an eating area. African Americans could shop in the store and eat at a stand-up snack bar, but they could not sit at the lunch counter. "We didn't want to set the world on fire," Khazan said. "We just wanted to eat." Khazan and his friends would become known as the Greensboro Four.

The students hardly slept the night before the sit-in. They knew their actions would make some white people angry. They were afraid they would be arrested, beaten, or even killed. But they were determined to stand up for their rights and the rights of all African Americans.

The next day they went to Woolworth's. When they sat down at the lunch counter, a waitress told them that blacks weren't served there. They placed their orders anyway. The store manager asked them to leave. When they stayed in their seats, the manager called the Greensboro police chief, who said that he could do nothing as long as they remained quiet. The store closed early, and the four students left peacefully. They were happy that they hadn't been arrested or bullied.

That night they asked the members of several campus groups to join them, and many agreed. The next afternoon more than twenty African American students showed up at Woolworth's. Some white bystanders harassed them, but there was no violence. More students joined the demonstration each day. Soon black students from other colleges and some white students who supported the cause joined the sit-in. When the lunch counter filled up, the protesters picketed outside Woolworth's and began a second sit-in at a nearby store. Some of them were harassed and received threatening phone calls, but no one was harmed.

Students in other North Carolina cities started their own sit-ins. The peaceful protests soon spread to other states in the South. African Americans began picketing Woolworth's and other stores with segregated lunch counters in the North, too.

The Greensboro Woolworth's finally began serving blacks at its lunch counter on July 25, 1960, six months after the sit-in began. The first people served were the lunch counter employees themselves. In the first week, three hundred African Americans ate at that lunch counter.

The Greensboro Four became famous for fighting discrimination. Because of their courage, principles, and persistence, they have become legends in North Carolina history.