



The Girl Who Dared

Respond to each statement by checking “Agree” or “Disagree.” Be prepared to justify your responses.

	Agree	Disagree
1. Ordinary people have little power to change society.		
2. The United States is a place of freedom and opportunity for everyone who lives here.		
3. When you know people are being treated unfairly, it is your responsibility to take action.		
4. People should not obey laws they think are unfair.		
5. People who are not part of the solution are part of the problem.		
6. People don’t usually think about injustice unless it affects them personally.		
7. “Peace cannot be achieved through violence, it can only be attained through understanding.”—Ralph Waldo Emerson		
8. Some problems are too big for kids to solve.		
9. People are not born with prejudice, they are taught it.		
10. “I believe there is only one race—the human race.” —Rosa Parks		

Name: _____ Date: _____

Close-Reading Questions

The Girl Who Dared

1. How does the author use Scene 1 to capture your attention? (author's craft)
2. How does the trip to New York City affect the kids' views on segregation? (inference)
3. What can you conclude about Barbara's character from her words and actions in Scene 4?
(character)
4. In Scene 5, as the kids sit at the lunch counter for the first time, "the room falls silent."
Why? (inference)
5. Near the end of Scene 6, the lights fade and then come back up as robins chirp. Why?
(text structure)

Name: _____ Date: _____

Close-Reading Questions

"My America"

1. Why does Barbara describe segregation and discrimination as "a cancer"? (figurative language)

2. In the last line, Barbara says that the youth of America will carry out their "plans for a democratic America." Explain what she means. (interpreting text)

Name: _____ Date: _____

Critical-Thinking Questions

The Girl Who Dared and "My America"

1. The Youth Council takes a nonviolent approach. Why?
2. The play is accompanied by an excerpt from Barbara's speech, not the entire speech. Why do you think the editors of *Scope* chose to print only part of the speech, and how do you think they decided which part to print?
3. Today segregation is illegal in the U.S. But racial prejudice and discrimination still exist. What can young people today do to help put an end to them?

Name: _____ Date: _____

Plan Your Proposal

The writing prompt on page 20 says:

You belong to a group that would like to create a monument in Oklahoma City honoring Barbara Posey and the Oklahoma City Youth Council. Write a proposal for the monument. Include a description of what the monument would look like and why it should be made.

Follow the directions below to help you plan your proposal.

1. Monuments are put up to make sure that people remember certain people, places, events, and ideas. Why should Barbara and the youth council be remembered?

2. Now think about what the monument will look like and where it should be located. Jot down your answers to the questions below and sketch your monument. (You can sketch first or answer the questions first, whichever is easier.)

What will the monument look like?

How big will it be?

What will it be made of?

Will there be a sign with information on it or near it? If so, what information will be included?

Where do you propose it be located? Some ideas: a park, a library, a location related to the youth council or the site of a sit-down strike

What will the monument be called?

Sketch:

Name: _____ Date: _____

The Girl Who Dared

Character Thinking Tool

The questions in this activity are about the character of
Barbara

1. In Scene 1, SD 1 says, “Barbara takes a deep breath and opens the door.” How is Barbara feeling in this moment? How do you know?

2. How does Barbara’s trip to New York City with the youth council affect her? Explain how you know.

3. In Scene 7, Barbara refers to Martin Luther King Jr.'s idea that "the chain of hate can only be broken by love." What does this mean? How do Barbara's actions show that she agrees with King's statement?

4. What lessons can we learn from the story of Barbara Posey's work to end segregation in restaurants in Oklahoma City?

Name: _____ Date: _____

The Girl Who Dared Quiz

Directions: Read *The Girl Who Dared* and “My America,” then answer the questions below.

1. **Choose the best summary of the play.**
 - (A) The youth council travels to New York City and performs a play about Dr. Martin Luther King Jr.
 - (B) After the youth council’s first protest, the Luper household receives threatening phone calls.
 - (C) The youth council fights the injustice of Jim Crow laws by staging sit-down strikes in segregated restaurants across Oklahoma City.
 - (D) Barbara Posey orders a lemonade and a hamburger in a Missouri diner.
2. **In Scene 4, Barbara says that not reacting when someone provokes you shows dignity. She is promoting**
 - (A) integration.
 - (B) Jim Crow laws.
 - (C) prejudice.
 - (D) nonviolence.
3. **In Scene 7, Barbara says, “If we do nothing, it feels like we are condoning prejudice.” What does *condone* mean?**
 - (A) to say in a strong way that something is wrong
 - (B) to treat something as though it is acceptable
 - (C) to keep something secret
 - (D) to question whether something is morally right
4. **In Scene 5, SD1 says, “Calvin clenches his jaw but doesn’t react.” Which word best describes how Calvin is feeling in this moment?**
 - (A) joyful
 - (B) angry
 - (C) regretful
 - (D) content
5. **The main purpose of Barbara’s speech “My America” is to**
 - (A) describe the scenery in Oklahoma City.
 - (B) request help from members of the NAACP.
 - (C) proclaim that the youth of America are committed to fighting for freedom and equality.
 - (D) explain what the Constitution is.
6. **Which of the following ideas is supported by both the play and the speech? Choose TWO answers.**
 - (A) Young people have the power to change society.
 - (B) Martin Luther King Jr. was an influential leader of the civil rights movement.
 - (C) Many Americans have dedicated their lives to protecting freedom and democracy.
 - (D) Sit-down strikes are an effective way to make changes in society.

Constructed-Response Questions



Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. How did Jim Crow laws affect the lives of citizens in places like Oklahoma City? Use text evidence from the play to support your answer.
8. Dr. Martin Luther King Jr. once said, “One has a moral responsibility to disobey unjust laws.” What did he mean? How does this idea apply to Barbara Posey?

Name: _____ Date: _____

The Girl Who Dared Quiz

Directions: Read *The Girl Who Dared* and “My America,” then answer the questions below.

1. Choose the best summary of Scene 2.

- (A) Marilyn is nervous about the youth council’s performance in New York City.
- (B) Calvin leaves Oklahoma City for the first time.
- (C) On the way to New York City, the youth council stops in St. Louis for dinner and for the first time, the children eat at an integrated restaurant.
- (D) Barbara Posey orders a lemonade and a hamburger in a Missouri diner.

2. In Scene 4, Barbara says that not reacting when someone provokes you shows dignity. Someone with dignity is

- (A) excited.
- (B) joyful.
- (C) silent.
- (D) worthy of respect.

3. In Scene 7, Barbara says “If we do nothing, it feels like we are condoning prejudice.” Which word or phrase could best replace *condoning*?

- (A) disapproving of
- (B) accepting
- (C) hiding
- (D) questioning

4. Which of the following lines shows that Calvin is feeling angry in Scene 5?

- (A) SD3: The kids smile politely.
- (B) SD1: Calvin clenches his jaw but doesn’t react.
- (C) Mrs. Luper: I’m proud of you, son.
- (D) Calvin: What happens now?

5. The main purpose of Barbara’s speech “My America” is to

- (A) describe the scenery in Oklahoma City.
- (B) request help from members of the NAACP.
- (C) proclaim that the youth of America are committed to fighting for freedom and equality.
- (D) teach the audience what the Constitution is.

6. Which of the following are supported by both the play and the speech? Choose TWO answers.

- (A) Young people have the power to change society.
- (B) Martin Luther King Jr. was an influential leader of the civil rights movement.
- (C) Many Americans have dedicated their lives to protecting freedom and democracy.
- (D) Sit-down strikes are an effective way to make changes in society.

Constructed-Response Questions



Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. How did Jim Crow laws affect the lives of people in places like Oklahoma City? Use text evidence to support your answer.

8. How does Barbara Posey’s story support the idea that it is our duty as Americans to fight unjust laws and practices? Use details from the play to support your answer.

Name: _____ Date: _____

Go to Scope
Online to listen
to the words
and definitions
read aloud!

Themed Vocabulary:

Words of the Civil Rights Movement

After the Civil War (1861-1865), amendments to the United States Constitution were supposed to put an end to slavery, make African Americans citizens, and extend voting rights to former slaves and their descendants.

But African Americans continued to be denied many rights, particularly in the South. The civil rights movement was an organized effort during the 1950s and 60s to secure these rights. The words below are important to know when reading, writing, or speaking about the civil rights movement.

1. civil rights (SIV-uhl rayhts) *noun*; Civil rights are the rights that all citizens should morally and legally have in a society no matter their race, gender, ability, religion, etc. The right to vote, the right to a fair trial in a court of law, and the right to a quality public education are examples of civil rights.

2. discrimination (dish-krim-ih-NAY-shuhn) *noun*; Discrimination is the unfair treatment of a person or a group of people because of their race, gender, religion, age, or other characteristic.

3. injustice (in-JUHS-tis) *noun*; Justice (JUHS-tis) is behavior or treatment that is just, meaning that it is morally right and guided by truth and fairness.

The prefix *in* means “not,” “opposite of,” or “without.” Injustice is the absence of justice. *Injustice* can also refer to an unjust act—a situation in which the rights of a person or a group of people are ignored. For example, it is an injustice that millions of girls around the world are denied the right to an education.

4. integrated (IN-tih-grey-tid) *adjective*; The verb *integrate* means “to combine two or more things into a whole, or to make one person or thing part of another group or thing.” The members of a group might do research separately and then integrate their work for a presentation. Things that are integrated have been brought together.

Often, *integrated* is used to mean “no longer practicing racial segregation.” (See *segregation*, on page 2.)

5. negotiate (ni-GOH-shee-eyt) *verb*; To negotiate is to discuss something to try to work out an agreement. You might try to negotiate a weekly allowance from your parents by offering to do chores around the house. Two countries might negotiate an agreement that helps create peace.

6. protest (PROH-test) *noun or verb*; As a noun, *protest* means “a statement or action that shows disapproval or objection.” Your dad might tell your little brother to go to bed despite your brother’s protests that he isn’t tired. When a group of people gather together and publicly express their unhappiness with something happening in their community or in their country, that is also a protest. (A person who participates in this kind of protest is called a protester.)

As a verb, *protest* means “to express strong disagreement or disapproval of something.” Football fans may protest a referee’s call with loud booing. If a company is planning to tear down a beloved park in your town to build a shopping center, people who believe that the park should be left alone might gather and protest the building of the shopping center.

7. segregation (seg-rih-GAY-shuhn) *noun*; Segregation is the act of keeping different groups (such as people of different races or religions) apart from one another

8. strike (strahyk) *noun*; In a strike, workers refuse to do their work until the owners of their company agree to certain worker demands. Workers might, for example, demand better pay or safer facilities.

Often when workers hold a strike, they gather outside and hold up signs about why they are striking. In the late 1930s, “sit-down strikes” became popular. In a sit-down strike, workers stop working but instead of gathering outside, they sit down at work.

Inspired by sit-down strikes of the 1930s and ’40s, activists of the civil rights movement started a new kind of sit-down strike in which protesters would sit down in a business or public place and refuse to leave until they were forced out or until their demands were met. This sort of strike is also known as a sit-in.

Directions: On the back of this page, list any other words from the play or speech whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

Vocabulary Practice

The Girl Who Dared

Directions: Read the passage below about a famous protest during the civil rights movement. Circle the bolded word or phrase that best completes each sentence.

On February 1, 1960, four college students entered a Woolworth department store in Greensboro, North Carolina. As a form of **protest/injustice**, the young black men sat down at Woolworth’s “whites only” lunch counter and ordered coffee. At the time, this sort of **discrimination/strike**—refusing to serve people because of the color of their skin—was common and legal. The young men had been inspired by other activists’ nonviolent actions in the fight for **civil rights/discrimination**. They decided to hold a sit-down **strike/injustice** to protest Woolworth’s practice of **segregation/civil rights**.

The store’s staff refused to serve the young men. The manager asked them to leave, but the students were determined to take a stand against **injustice/strikes**. They stayed seated at the counter until the store closed and then returned the next day—and the next, and again for many days after that. As time passed, hundreds of other protesters joined them. Meanwhile, new sit-down strikes were started at various stores, restaurants, and other public places across the South. As a result, Woolworth and other restaurants began to **integrate/negotiate** their stores later that year.

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

My America Contest

You belong to a group that would like to create a monument in Oklahoma City honoring Barbara Posey and the Oklahoma City Youth Council. Write a proposal for the monument. Include a description of what the monument would look like and why it should be made. Five winners will get *Brown Girl Dreaming* by Jacqueline Woodson.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ good organization and transitions
- ⇒ use of supporting text evidence
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents
to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: My America Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY March 15, 2019!