

# The Girl Who Dared

An incredible true story from the civil rights movement

## About the Story

**Lexile:** 1050L (captions)  
1050L (speech)

For qualitative complexity factors, go to Scope Online.

## Learning Objective:

to identify key ideas and details in a play and a speech

## Key Skills:

author's craft, inference, character, text structure, figurative language, interpreting text, key ideas and details

## Essential Questions:

- What causes prejudice?
- Why is it important to speak out against injustice?
- What does it take to change society?

## Standards:

The texts and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.4, R.6, R.9, W.2, SL.1, SL.2, L.4, L.5, L.6.** For more standards information—including TEKS—go to Scope Online.



## Your Teaching Support Package

Find your full suite of materials at  
[scope.scholastic.com](http://scope.scholastic.com).

**Video:** Time Machine: The 1950s

**Audio:**

- Vocabulary
- Speech

**Primary Document:** Full text of the speech excerpted on page 20

**Literature Connections:** Ideas for connecting to curricular texts

**Activities to print or project:**

- Vocabulary: Words of the Civil Rights Movement
- Close Reading and Critical Thinking
- Key Ideas: Plan Your Proposal
- Quiz\*
- Core Skills Workout: Mood\*
- Literary Elements: Character Thinking Tool, Theme Anticipation Guide
- Contest Entry Form

\*Available on two levels



# Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

## 1 Preparing to Read

**Do-Now: Brainstorm ways to effect change.** (5 minutes)

On the board, write: *If you believe that something is wrong or unfair, what can you do to change it?* As students enter the classroom, direct them to brainstorm a list of ideas on their own paper at their desks. Once everyone has had a few minutes to brainstorm, compile a class list of ideas on the board.

**Build background knowledge.**  
(10 minutes, activity sheet online)

As a class, watch the video and answer the **Video Discussion Questions**. Then examine and discuss the images and captions on pages 17 and 18; they contain information that's essential to understanding the play's setting.

**Preview vocabulary.**

(7 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Words: *civil rights, desegregate, discrimination, injustice, integrated, negotiate, protest, segregation, strike*

## 2 Reading and Discussing the Play

(30 minutes, activity sheet online)

- Read aloud the As You Read box on page 16.
- Assign parts and read the play as a class.
- Discuss the following questions in groups.

### Close-Reading Questions

▶ **How does the author use Scene 1 to capture your attention?** (author's craft) *Scene 1 ends on a cliffhanger; the kids are about to do something, but you aren't told what. Even if you can guess what they're planning, you're left to wonder what will happen next.*

▶ **How does the trip to New York City affect the kids' views on segregation?** (inference)

*After visiting places where segregation is not the norm, the injustice of Jim Crow stands out even more sharply to them. They are also able to imagine what life would be like without segregation.*

▶ **What can you conclude about Barbara's character from her words and actions in Scene 4?** (character) *You can conclude that Barbara is comfortable in the role of leader. She decides that the group's approach isn't working and that it's time to take the next step. She rallies the group to take action and reminds them why it's necessary.*

▶ **In Scene 5, as the kids sit at the lunch counter for the first time, "the room falls silent." Why?** (inference) *People are shocked by the sight of black people sitting at a whites-only lunch counter.*

▶ **Near the end of Scene 6, the lights fade and then come back up as robins chirp. Why?** (text structure) *These changes in the lighting and the sound effect of birds chirping indicate to the audience that a night has passed and it is now the next morning.*

## 3 Reading the Speech

(10 minutes, activity sheet online)

- As a class, read "My America" and discuss the following questions. The critical-thinking questions apply to both the play and the speech.

### Close-Reading Questions

▶ **Why does Barbara describe segregation and discrimination as "a cancer"?** (figurative language) *Cancer can infect a healthy body*



and spread, sometimes unnoticed, leaving devastation in its path. Segregation and discrimination can do similar harm to a democratic society.

► **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) *Barbara means that young people are committed to making America into the country that the Constitution declares it to be: a country where all people have the same freedoms and opportunities.*

### Critical-Thinking Questions

► **The Youth Council takes a nonviolent approach. Why?** *The Youth Council believes that a nonviolent approach will be most effective in changing society. They believe that using violence would be counterproductive and do nothing to change the views of others or help them be successful in their mission to work for equality and justice.*

► **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?** *An excerpt was probably used because*

*there wasn’t space for the entire speech. The editors probably chose lines that best conveyed Barbara’s message about young people’s power to combat discrimination.*

• As students respond to the following question, you might refer to the list they brainstormed at the beginning of class and ask how those general ideas can be applied to the fight for equality.

► **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?** *Answers will vary. Ideas might include speaking out against racism, participating in protests, learning about and interacting with people of different backgrounds, supporting organizations that work for equality, and writing to members of Congress about discriminatory laws and practices.*

## 4 Skill Building: Key Ideas and Details

(15 minutes, activity sheet online)

Have students complete the activity **Plan Your Proposal**. This activity will prepare students to respond to the prompt on page 20. *For alternate culminating tasks, see the box below.*

## Differentiate and Customize

### For Struggling Readers

In a well-organized paragraph, explain what a sit-down strike is and how the Youth Council used those sit-down strikes to bring about change in the late 1950s.

### For Advanced Readers

In the play, Barbara mentions Martin Luther King Jr.’s famous saying that the chain of hate can only be broken by love. How does this idea apply to Barbara’s story?

### For Journalists

It is 1958 and you are a journalist. You are going to interview Barbara Posey about her work on the Youth Council and the sit-down strikes. Write the list of questions you will ask her.

### For Directors

Imagine a movie is being made about Barbara Posey and the Youth Council and their efforts to integrate Oklahoma City restaurants. Make a video trailer for the movie.