

# The Greensboro Four

## OVERVIEW

*"We had a common outlook to change the unjust conditions in the society that was pushed forward by frustration."*

–Dr. Franklin McCain

On February 1, 1960, four students from North Carolina A&T State University in Greensboro, North Carolina decided to take action for change. For years, they had grown frustrated by the segregation and discrimination in the South. They frequently talked about why they could not eat at the same places as Whites. They had late-night conversations in their dorm rooms about what freedom and equality should mean in the United States. They reflected on the actions of Civil Rights leaders in other towns. And, they determined that they had to do something nonviolently to force change. Their historic sit-in at a lunch counter at Woolworth's would inspire thousands of other young men and women to get involved in the struggle for equality.

In this lesson, students will hear the inspirational story of the Greensboro Four and apply their strategies to modern examples of perceived injustice.

## Goals/Objectives:

To describe and apply the methods of the Civil Rights Movement:

- Identify injustices in the post-war South.
- Describe the Greensboro Four and their methods.
- Analyze primary sources (oral histories).
- Build and support a position using evidence on a current issue involving injustice.

## Standards:

### Common Core Standards

#### CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

#### CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

#### CCSS.ELA-LITERACY.WHST.9-10.1

Write arguments focused on discipline-specific content.

#### CCSS.ELA-LITERACY.WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

## Time Required:

1 day

## Recommended Grade Level:

7-12

## Topics/Eras:

- Civil Rights Movement
- The 1960s
- Nonviolent civil disobedience

## Materials:

- Lincoln's Legacy Oral Histories ([http://lfg.com/misc/legacy/Oral\\_Histories.html](http://lfg.com/misc/legacy/Oral_Histories.html))
- LCD Projector for PowerPoint
- Greensboro Four Lesson PowerPoint
- Scenarios for Application (PDF)

## Optional Video Clips

- Lee Daniels' The Butler, Chapter 6: 36:35-43:00 [7 min.]
- A representation of the "sit-ins" across the South in 1960.