



# Warriors Don't Cry

Abridged Young Readers Edition by Melba Pattillo Beals

## Teacher's Guide

Written By Mary Ellen Snodgrass



**CLASSROOM  
FAVORITES**

**A Perma-Bound Production**

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## Synopsis

### Introduction

Melba Beals prepares for her enrollment in Little Rock's Central High School by keeping a diary. Her mother, Dr. Lois Pattillo, takes notes and saves newspaper clippings. By 1959, Melba begins turning her recollections into a book.

### Chapter 1

Born during the Japanese bombardment of Pearl Harbor, Melba becomes seriously ill from a forceps wound to her scalp. By age four, she can read and write. The next Fourth of July, she faces discrimination at the carousel in Fair Park. Her grandmother fails to launch a boycott of a discriminatory grocer.

### Chapter 2

After the U. S. Supreme Court orders desegregation in 1954, dangers increase for black children. A white man beats and tries to rape Melba as she crosses a vacant lot. Marissa intervenes. In May 1955, Melba volunteers to enroll at Central High School. While visiting her cousin Cindy in Cincinnati in mid-August, Melba experiences fair treatment in public places. Lois Pattillo is angry to learn that Melba plans to enter the white school.

### Chapter 3

Meetings consume Melba's life as she joins Minnijean Brown, Elizabeth Eckford, Ernest Green, Thelma Mothershed, Gloria Ray, Terrence Roberts, Jefferson Thomas, and Carlotta Walls in the effort to integrate Central High School. After Governor Faubus activates the Arkansas National Guard, on September 2, 1957, the

Pattillos receive a bomb threat. Two days later, Melba prepares to leave for classes.

### Chapter 4

Black neighbors disapprove of Melba's decision. At the school door, Elizabeth Eckford leads the way before a jeering crowd and a line of soldiers. Rioters turn on Melba and her mother. Melba drives them home. The other students escape unhurt. Grandma urges Melba not to quit or cry. Daisy Bates, head of the NAACP, involves Judge Ronald Davies and the FBI. Melba conceals from the adults another telephone threat.

### Chapter 5

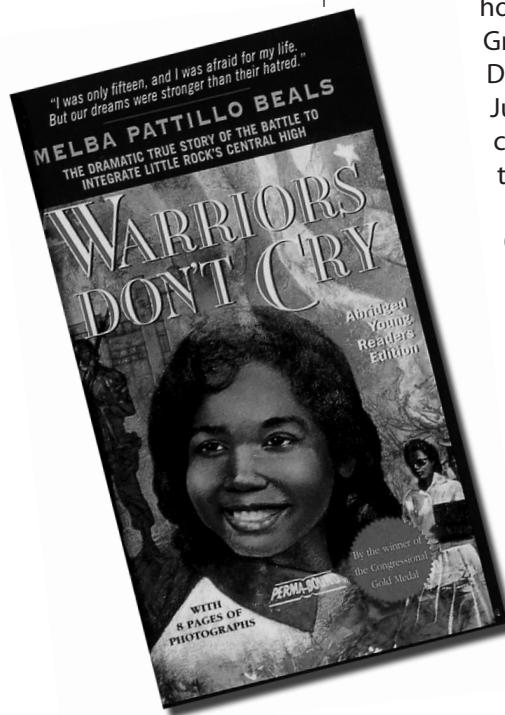
Grandma refuses to take Melba to the wrestling match at Robinson Auditorium. On Sunday, Vince becomes Melba's boyfriend. Pressed by Thurgood Marshall, the NAACP fights behind the scenes for equality. The newspapers interview Melba as one of the Little Rock Nine.

### Chapter 6

The nine students join Daisy Bates, Thurgood Marshall, and Wiley Branton at the courtroom. After the governor's attorneys leave the court, Melba has lunch with Marshall. Judge Davies refuses to halt integration.

### Chapter 7

On Monday, September 23, Melba and her mother join Daisy Bates for the ride to school. Vice Principal Huckaby distributes schedules, which separate the nine. Thelma faints. At room 339, students move away from Melba's seat. Playing volleyball in her second class, she has to dodge blows to her head. She trips when a woman races from the crowd. A guide directs Melba to shorthand class, where Mrs. Pickwick welcomes her. When crowds burst through lawn barricades, the guide takes Melba to the office. At 11:30, Assistant Police Chief Gene Smith escorts the nine students from the school. A mob attacks black reporters. Melba dictates a statement over the phone that appears the next day in the *Arkansas Gazette*.



## Chapter 8

On Tuesday evening, the 101st Airborne arrives in 52 planes. That night, messengers from President Dwight D. Eisenhower appear at the door. The next morning, 50 soldiers escort Melba to school. A soldier named Danny protects Melba as she enters English class. Mrs. Huckaby leads Melba and two others to the cafeteria. Conditions worsen in French class and study hall. Sarge drives Melba to Daisy's home. Reporters from the *New York Post* ask Melba to write of her experience.

## Chapter 9

An office clerk refuses to take action on assaults on Melba without adult corroboration. Danny seizes dynamite and puts out the flame. At a pep rally, football players pin Melba to the wall.

## Chapter 10

On Saturday at breakfast, Melba asks the family to discuss normal events rather than violence. Vince brings her roses. At his church, the minister calls for special prayers for Melba. On October 1, conditions worsen when the Arkansas National Guard replaces the 101st Airborne. Flaming paper wads bombard Melba in the restroom. Fewer white students seem friendly. At a student walkout, protesters hang and burn a straw figure at 16th and Park streets. Danny returns to rescue Melba from acid thrown in her face. An optometrist patches her eyes.

## Chapter 11

On October 11, Melba stays home with flu and exhaustion. The next day, she meets with leaders at St. Andrew's Cathedral. On Wednesday, half the 101st Airborne returns to Kentucky. Melba develops a military mentality. As the number of guards drops, more incidents occur. On October 28, Lois Pattillo demands to know what Superintendent Blossom will do to protect the nine students. The national press displays pictures of Melba and the others. On November 25, Melba addresses 250 students at chapel. On Thanksgiving at Mrs. Bates' house, Melba jokes about the integrated turkey. Danny is unable to say goodbye when the 101st Airborne leaves Little Rock.

## Chapter 12

By age 16, Melba learns to fight back. Harassment and entrapment continue. At her birthday party, Vince gives her hoop earrings. Other invited guests are afraid to come to Melba's home. Marsha reports that other friends are attending a Christmas party to which Melba is not invited. Vince wants to attend the party. When

boys block Minnijean's advance in the cafeteria, she spills chili on their heads. Officials suspend her.

## October 13

A sorority honors the nine students at a Christmas party.

## October 14

Minnijean returns to school and is doused with soup. Segregationists increase phone calls and plots. Minnijean is sent home. Melba returns home to wash egg out of her hair. On Valentine's Day, Minnijean is expelled and receives a scholarship to New Lincoln High School in New York. When Andy threatens to kill Melba, Link gives her the keys to his 1949 Chevy, which she drives home.

## October 15

Grandma India pins sheets over the car to conceal it. Link continues to support Melba during a face-off in the cafeteria, but he pretends to be a member of the racist gang.

## Chapter 16

Segregationist tactics worsen in April to keep black students from finishing the school year.

## Chapter 17

Mrs. Huckaby retreats from helping Melba. Link takes Melba to a squalid black neighborhood to carry groceries to Nana Healey, who is dying. Grandma begins visiting her. Segregationists cause Lois to lose her job.

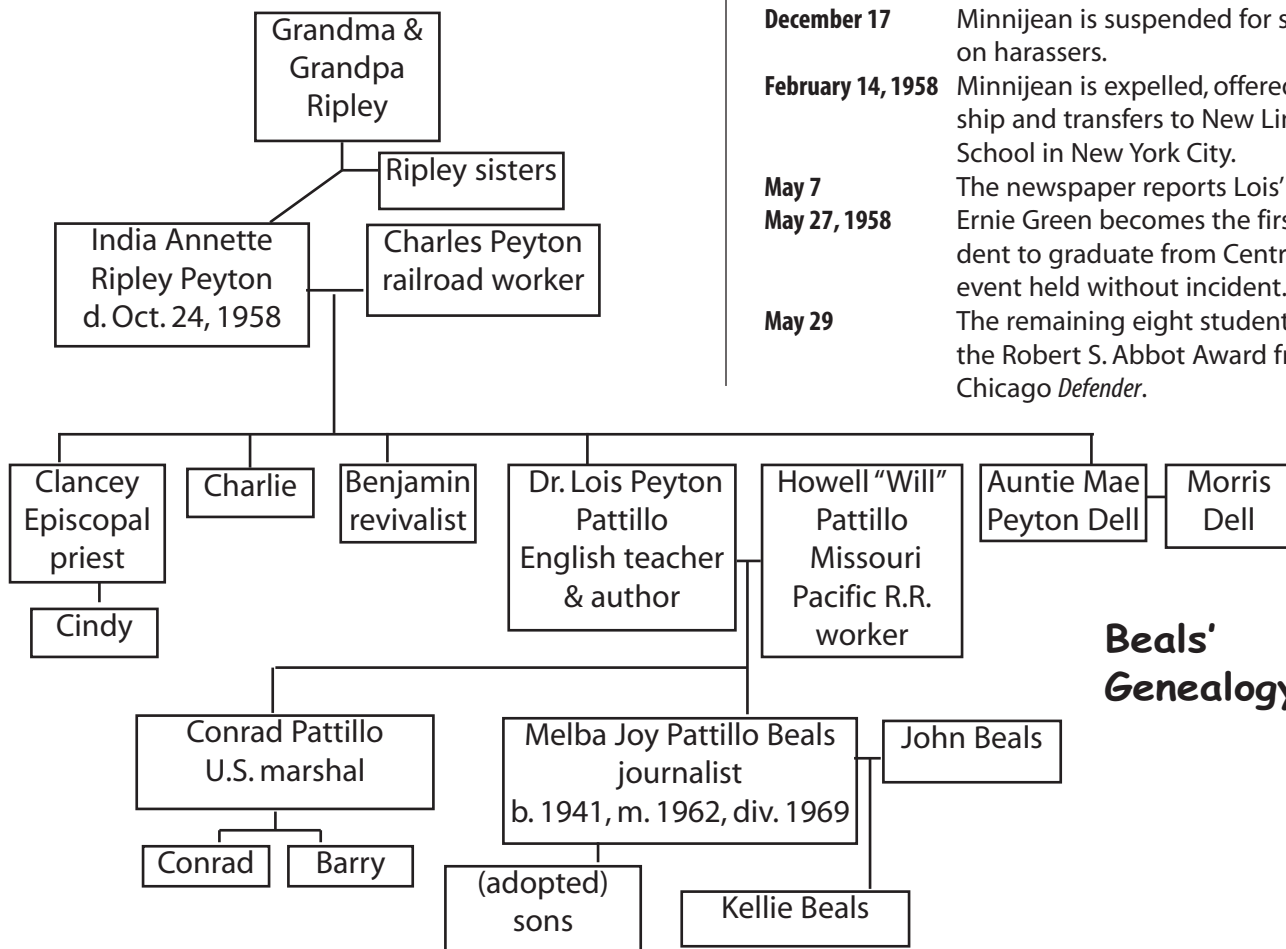
## Chapter 18

Lois defeats threats to her job by calling in reporters and American Methodist Episcopal bishops. On May 27, Ernie Green becomes the first black student to graduate from Central High. Nana Healey dies. Link offers to take Melba with him when he goes to Harvard. After celebrations and awards, she faces the closure of Little Rock high school and grieves over her grandmother's death from leukemia. Melba travels to Santa Rosa, California, to live with Carol and George McCabe. Central High School remains closed until September 1960.

## Timeline of Events

- December 7, 1941** Melba (nee Pattillo) Beals is born.
- July 4, 1946** At a park, Melba experiences racial discrimination.
- 1947** Melba begins writing to God in her diary.
- 1948** The Pattillos separate.
- May 17, 1954** The U. S. Supreme Court makes segregated schools unconstitutional with the *Brown vs. Board of Education* decision.
- May 24, 1955** The Little Rock Board of Education limits integration to Central High School.
- December 1, 1955** Rosa Parks sets a precedent for equal treatment on public transportation.
- February 8, 1956** The NAACP files suit against the Little Rock school system.
- mid-August 1957** Melba experiences equal treatment in Cincinnati, Ohio.

- September 2** After Governor Faubus calls out the Arkansas National Guard to prevent violence, the Pattillos receive a bomb threat.
- September 4** The Little Rock Nine attempt to enter Central High School, but are forced to flee from the angry mob.
- September 6** Judge Ronald Davies hears the school board's request for a halt to integration.
- September 23** The students enter the school through a side door and attend morning classes, however when the mob learns they are inside, they threaten violence and the nine students are escorted home.
- September 24** President Dwight D. Eisenhower dispatches the 101st Airborne to Little Rock and federalizes the 10,000 man Arkansas National Guard.
- October 1** The Arkansas National Guard takes over for the 101st Airborne.
- October 28** Lois demands to know what Superintendent Blossom will do to protect the nine students.
- December 17** Minnijean is suspended for spilling chili on harassers.
- February 14, 1958** Minnijean is expelled, offered a scholarship and transfers to New Lincoln High School in New York City.
- May 7** The newspaper reports Lois' lost job.
- May 27, 1958** Ernie Green becomes the first black student to graduate from Central High, an event held without incident.
- May 29** The remaining eight students receive the Robert S. Abbot Award from the *Chicago Defender*.



## Beals' Genealogy

- September 1958** Governor Faubus closes Little Rock's high schools after numerous attempts to block or overturn integration orders.
- October 24 1959** Grandma India dies of leukemia. Melba begins writing *Warriors Don't Cry*.
- September 1960** Melba enters San Francisco State University at the same time that Central High School reopens.
- 1962** Melba marries John Beals in Reno, Nevada.
- 1969** The Beals divorce.
- October 1987** The Little Rock Nine hold a reunion.

## Author Sketch

One of the nine students who forged a way to national school integration, Melba Pattillo Beals ennobled the group with a memoir of events. A native of Little Rock, Arkansas, she was born on December 7, 1941, to Dr. Lois Peyton Pattillo, a seventh grade English teacher, and to Howell "Will" Pattillo, a laborer for the Missouri Pacific Railroad. In 1948, the couple separated, leaving Melba in the care of her mother and maternal grandmother, India Annette Peyton. When Melba was 12 and a student at Dunbar Junior High School, the U. S. Supreme Court desegregated public schools. A year later, her mother was one of the first black graduates of the University of Arkansas. As tensions mounted in Arkansas, the White Citizens Council set up barriers to integration. Melba's father refused to let his daughter leave the all-black Horace Mann High School and be involved in desegregation.



Melba Beals accepted selection by the NAACP for enrollment at the all-white, seven-story Central High School. She chose Rosa Parks as a heroine to emulate. Before the actual integration of schools in Little Rock, Governor Orval Faubus rejected demands to end segregation. In mid-August 1957, Melba experienced freedom of access in Cincinnati, Ohio. At the end of her holiday visiting Great-Uncle Clancey, she was one of the 17 students chosen to desegregate Central High. Threatening calls forced her grandmother to stand guard outside the house with a shotgun. Eventually, eight of the 17 students declined to leave black schools. On September 23, 1957, Governor Faubus removed the National Guard. To quell three weeks of mob violence, President Dwight

D. Eisenhower dispatched the 101st Airborne Division as a 1,200-man escort. From the daily surveillance of reporters, Beals considered journalism for a career. After the Ku Klux Klan offered \$10,000 to anyone harming Beals or her fellow students, the NAACP intervened. Because of segregationist pressures, Dr. Pattillo lost her job, which she regained by alerting the press and AME bishops. While living with Quaker activists, Beals completed her high school education in Santa Rosa, California. By 1958, she published pieces in the media and entered San Francisco State University. While earning an M. A. in journalism from Columbia University, she met her future husband, John Beals, father of their daughter Kellie Beals. Melba worked in San Francisco for KQED public TV and for KRON-TV, gave interviews and speeches, and wrote for *Essence* and *People*. At a 30-year reunion in September 1987, Beals, the other eight students, and their families met President Bill Clinton. She retired to Sausalito, California, to raise her daughter and adopted twin sons.

## Critic's Corner

Melba Pattillo Beals holds the Congressional Gold Medal, presented by President Bill Clinton, who named Central High School a national historic site. In addition, she won a Spingarn Award from the NAACP and a Robert S. Abbot Award from the *Chicago Defender*. In 1997, Hillary Rodham Clinton honored Daisy Bates and the Little Rock Nine at a benefit dinner that raised funds for Little Rock Nine Foundation scholarships and for a Central High Museum and Visitor Center.

With the aid of agent Sandra Dykstra, Melba Beals entered a bidding war for her first memoir, *Warriors Don't Cry*. Published by Simon & Schuster, it earned a Robert F. Kennedy Book Award and an American Library Association Notable Book for 1995. In August 2005, a new statue outside the Little Rock Statehouse pictured the Little Rock Nine. Sculpted over seven years by Cathy and John Deering and completed at a foundry in Tesuque, New Mexico, the \$360,000 bronze grouping is called "Testament." The U. S. Postal Service dedicated a ten cent stamp to the nine.

## Bibliography

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- Lamb, Brian. *Booknotes on American Character*. New York: Public Affairs, 2004.
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- McMains, Victoria Golden. *The Reader's Choice*. New York: HarperCollins, 2000.
- Mondale, Sarah, & Sarah Patton, eds. *School: The Story of American Public Education*. Boston: Beacon, 2002.
- Munoz, Lorenza. "From Indignation to Inspiration," *Los Angeles Times* (10 November 1997): 1.
- Palmer, Trudy C. "The Hues of Struggle for Equal Education," *Christian Science Monitor* (3 June 1999): 20.
- Riches, William T. *The Civil Rights Movement*. New York: Palgrave, 2004.

## Beals' Published Works

- "Warriors Don't Cry," *American Educator* 18, no. 2 (summer 1994): 43-47.
- "Returning to Hellish Torture Chamber Named Central High School," *Los Angeles Times* (3 July 1994): M3.
- Warriors Don't Dry* (1994)
- White Is a State of Mind* (1999)

## Related Reading

- Maya Angelou, *I Know Why the Caged Bird Sings*
- William Armstrong, *Souder*
- Toni Cade Bambara, "Blues Ain't No Mockingbird"
- Dee Brown, *Bury My Heart at Wounded Knee*
- Mari Evans, "I Am a Black Woman"
- Lorraine Hansberry, *A Raisin in the Sun*
- Harriet Jacobs, *Incidents in the Life of a Slave Girl, Written by Herself*
- Barbara Jordan, "E Pluribus Unum"
- Martin Luther King, "Letter from a Birmingham Jail"
- Mark Mathabane, *Kaffir Boy*
- Ruthann Lumm McCunn, *Thousand Pieces of Gold*
- Anne Moody, *Coming of Age in Mississippi*
- Toni Morrison, *Sula* and *The Bluest Eye*
- Walter Dean Myers, *Glory Field*
- Gloria Naylor, *Mama Day*
- Gary Paulsen, *Nightjohn*
- Luis Rodriguez, *Always Running*
- Alice Walker, *The Color Purple*

Margaret Walker, *Jubilee*

Richard Wright, "Almos' a Man" and "Between the World and Me"

## General Objectives

1. To understand the impact of racism on children
2. To account for ingrained hatred and spite
3. To interpret social and community customs
4. To contrast legal and personal points of view on integration
5. To discuss the themes of daring and retribution
6. To explain the main events in terms of American history
7. To analyze causes of regret
8. To identify attitudes toward the wisdom of elders
9. To pinpoint religious strengths
10. To analyze the source of respect from the community

## Specific Objectives

1. To explain why Melba and Ernie survive the year while Minnijean is expelled
2. To analyze the symbolism of walking to class between rows of soldiers
3. To account for Grandma India's role as disciplinarian and mentor
4. To contrast Link and Danny as saviors
5. To justify Will Pattillo's concern for his daughter
6. To predict how black volunteers will thrive in mostly white classes
7. To summarize the events that end the first school year
8. To discuss the implications of Minnijean's expulsion and move to New York
9. To summarize the roles of Mrs. Huckaby, Thurgood Marshall, and Daisy Bates
10. To list examples of courage in Melba, Lois, and Judge Ronald Davies
11. To characterize the desegregation movement from the teen perspective
12. To analyze why Melba becomes a journalist and writer

## Literary Terms and Applications

For a better understanding of Melba Pattillo Beals' narrative style, present the following terms and applications to the novel:

**First-Person Narrative:** a story or series of actions told from the vantage point of a single observer. Using a chronological approach, Melba Pattillo Beals tells the story of the integration of Central High School from the point of view of a 15-year-old black student. Her narration, composed in adulthood, moves from one significant point to another, concentrating on exhaustion and her anticipation of school holidays. Interspersed are headlines, dialogue, racist epithets, and personal comments from her diary.

**Journal:** a diary, logbook, or daybook reporting details and reflections in day-by-day order. Interspersed in Melba's memoir are dated writings in her journal, which record intimate feelings and misgivings about the integration of Central High School. At a point late in the school year, she reviews her emotional comments and recognizes signs of fatigue, fear, misgivings, and wishes for death. The diary preserves the vulnerabilities of an inexperienced activist in her mid-teens.

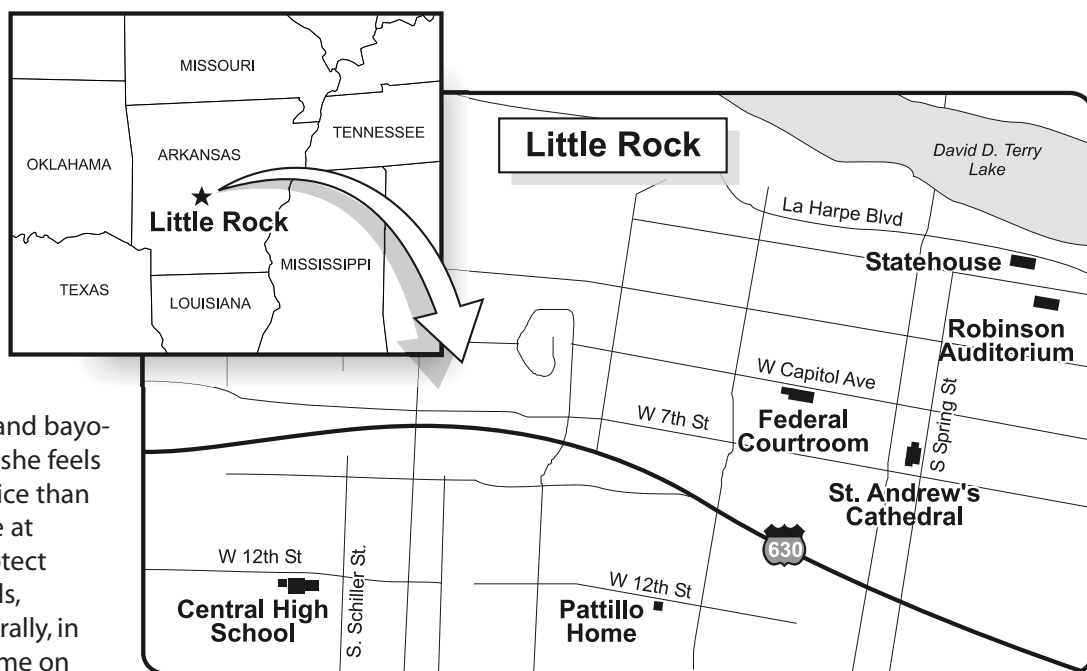
## The Importance of Setting

The milieu of Melba Pattillo Beals' *Warriors Don't Cry* contrasts the relative comfort and safety of home at 12th and Cross streets in Little Rock, Arkansas, with the dangers of Central High School, a two-block-long, seven-story brick building on Park Street stretching between 14th and 16th streets. She describes leaving her mother at the family Pontiac and walking up the steep steps and into the front door of the school between rows of soldiers brandishing rifles and bayonets against the mob. Inside, she feels more secure in the school office than in dark halls. Incidents accrue at places where Danny can't protect her—at the locker, in stairwells, throughout a 20-minute pep rally, in homeroom, at a volleyball game on

the field, in English class, and during lunch in the cafeteria. Restrooms leave her particularly vulnerable, particularly when white girls shut her in a stall and bombard her with fiery paper wads.

Traveling from home to school and back introduces additional risks, especially when Melba awaits the carpool while white football players advance on her along the high school's 16th Street entrance. Taking Link's 1949 Chevy and journeying about North Little Rock with him is chancy in a historical milieu known for Ku Klux Klan retaliation. When he drives her through a run-down black neighborhood to visit Nana Healey, the old lady stresses the risk he is taking by being seen with Melba. In contrast to these daily worries, Minnijean enjoys luxury and contentment at New Lincoln High School in New York, where Melba longs to go.

At home, Melba requests less talk of school and threats and more normal conversation at meal times. Thanksgiving, Christmas, and Easter put her in touch with family traditions, including the handling of Grandma India's chests of fabric, the sewing of Easter outfits, and selecting goods to give up to the less fortunate. In her room, Melba retreats into her pillow and mulls over the dangers that she hasn't told her family. Telephone calls from Link, Marsha, and Vince offer contact with a normal teen world that danger denies her. At night, the protection of Grandma at the front door with a shotgun negates some of the fear of Mutt and Jeff, the unidentified drivers of the two white cars under the streetlight.



## Cross-Curricular Sources

For more information about Arkansas, Little Rock, Central High School, racism, heroism, activism, civil rights, social isolation, Governor Orval Faubus, the South, NAACP, 20th-century black history, and other subjects, and issues deriving from the memoir, consult these sources:

### Articles

Hammer, David. "Little Rock Nine Unveil Statues of Themselves at Central High in 1957," *Dallas Examiner* (24 July 2006).  
Tubbs, Charlotte. "Ceremonies to Laud Work of LR Nine," *Arkansas Democrat & Gazette* (29 August 2005).

### Audiocassette

*Freedom Road*, Recorded Books

### Autobiography

*Coming of Age in Mississippi*  
*Incidents in the Life of a Slave Girl, Written by Herself*  
*White Is a State of Mind*

### Disc Recording

*A Raisin in the Sun*, Columbia Records

### Flashcards

"Brain Quest: Black History," Workman  
*On Black America*, Social Studies School Services

### Internet

"Little Rock Central High School,,"  
<http://www.nps.gov/chsc/>  
"Warriors Don't Cry,"  
<http://www.booknotes.org/Transcript/?ProgramID=1227>.

### Laserdisc

*Driving Miss Daisy*, Zenger

### Multimedia

*Race and Prejudice in America Today*, Knowledge Unlimited

### Novels

*The Color Purple*  
*The Glory Field*  
*Jubilee*

### Photos

*The Nature of Prejudice*, Social Studies School Services

### Poems

"Between the World and Me," Richard Wright  
"Hosea Liburd, 25," Walter Dean Myers  
"I Am a Black Woman," Mari Evans

### Poster

*Prejudice Is Foul Play*, Social Studies School Services

### Reference Books

*Black History Month Resource Book*, Gale  
*Now Is Your Time! The African-American Struggle for Freedom*, HarperCollins  
*Race and Prejudice in America Today*, Knowledge Unlimited  
*Violence*, Greenhaven

### Script

*The Color Purple*, Script City

### Short Stories

"Almos' a Man," Richard Wright  
"Blues Ain't No Mockin' Bird," Toni Cade Bambara

### Speeches

"E Pluribus Unum," Barbara Jordan  
"I Have a Dream," Martin Luther King

### Videos/DVDs

*Antwone Fisher*  
*The Autobiography of Miss Jane Pittman*  
*Eyes on the Prize*  
*Men of Honor*  
*Mississippi Burning*  
*Separate But Equal*, Filmic Archives

### Workbook

*Prejudice*, Social Studies School Services

## Themes and Motifs

A study of the central issues and situations in *Warriors Don't Cry* should include these aspects:

### Themes

- racism
- injustice
- threats
- family
- segregation
- courage
- self-esteem
- violence
- terror
- heroism

## Motifs

- coping with a vast social and educational change
- seeking escape from torment
- comprehending the cause of evil
- serving as rescuer
- volunteering to lead a dangerous mission
- learning the principles of non-violence

## Meaning Study

Below are significant words, phrases, or sentences from the novel. Explain each in context. Chapter and page numbers pinpoint each entry so that you can re-read the passage in which it appears.

1. How could I ever forget May 17, 1954, the day the Supreme Court ruled in *Brown v. Board of Education of Topeka, Kansas*, that separate public schools for whites and blacks were illegal? (Chapter 2, p. 12) (*The unanimous U. S. Supreme Court ruling on Brown versus the Topeka Board of Education that Chief Justice Earl Warren read aloud struck down segregation in public schools. However, it was only a beginning for public desegregation and full integration. The ruling did not cover public transportation, housing, voting rights, jobs, and other necessary adjuncts to equal citizenship for the underclass.*)
2. That month a Mrs. Clyde Thomason, secretary of a new group called the League of Central High Mothers, filed a petition for an injunction to keep the Little Rock school board from carrying out its gradual integration plan. (Chapter 2, p. 20) (*On August 27, 1957, Mrs. Clyde Thomason led 250 segregationists in urging Governor Orval Faubus to halt the historic integration of Little Rock schools. Two days later, she filed for a temporary restraining order in Pulaski Chancery Court, but Judge Ronald N. Davies nullified her injunction on August 30 and ordered integration to proceed on schedule.*)
3. The announcer talked about Thurgood Marshall and the NAACP asking the Federal District Court to start integration immediately. (Chapter 2, p. 22) (*Thurgood Marshall, the black attorney who had won the 1954 Brown ruling outlawing segregation, flew to Little Rock to observe the situation and to fight for the rights of black students in the federal district court. When the situation degenerated into rioting, he summoned President Dwight D. Eisenhower to take action.*)
4. Mrs. Bates said we would meet at Twelfth and Park. (Chapter 3, p. 30) (*A Little Rock activist and journalist for the Arkansas State*

*Press, Daisy Bates of Huttig, Arkansas, presided over the state chapter of the NAACP. She served the nine students as counselor and guide during their enrollment. As a result, she and the students won the 1958 Spingarn Medal.*)

5. Cobb sent us on to the FBI office. (Chapter 4, p. 43) (*After agents of the Federal Bureau of Investigation questioned the nine students, Governor Orval Faubus claimed to the press that the children were held incommunicado for hours. Director J. Edgar Hoover refuted the charges and implied that Faubus gained political ground among racists by making false accusations.*)
6. We sat watching the arrival of the 101st Airborne Division early Tuesday evening. (Chapter 8, p. 90) (*To protect the nine students, President Dwight D. Eisenhower dispatched the 101st Airborne from Fort Campbell, Kentucky. Activated in 1942 and known as the Screaming Eagles, they are the world's only air assault division. They remained in Little Rock from September through November 1957, when their number shrank from 1,200 to 250 to zero.*)
7. Later Governor Faubus came on television to give what one reporter described as a pleading speech. (Chapter 8, p. 91) (*Elected in 1954, Orval Faubus governed Arkansas during the federally mandated integration of public schools. He characterized Central High School as a test case for the whole South and vilified white integrationists as celebrity seekers. He blamed Dwight D. Eisenhower's Republican administration for engineering a racial clash that Faubus tried to avert.*)
8. NEGRO GIRL IS SUSPENDED FROM SCHOOL AFTER INCIDENT. (Chapter 13, p. 151) (*The suspension of Minnijean Brown from Central High School was a turning point in the integration battle. Her retaliation against male hecklers by dumping chili from her lunch tray onto their heads caused NAACP officials to fear an end to desegregation. Her reinstatement on January 13, 1958, lasted until February 18, when she retorted to racist jeering by calling female hecklers "white trash."*)
9. The AME churches gave the eight of us white Bibles with our names engraved on them during afternoon services. (Chapter 15, p. 177) (*Founded in response to racism in white Methodist churches, the American Methodist Episcopal church became a bulwark of blacks during the abolitionist movement. Churches welcomed runaway slaves and organized teams of Underground Railroad rescuers to offer hospitality and transportation to northern stops. During the civil rights movement, AME congregations*



*continued to lead efforts to end second-class citizenship.)*

10. I was reading about Mr. Gandhi's prison experience and how he quieted his fears and directed his thoughts so that his enemies were never really in charge of him. (Chapter 15, p. 181)  
*(The pioneer of non-violent civil disobedience, Mohandas Gandhi, an Oxford-educated lawyer, led India's fight against British colonialism by organizing pockets of peasant resistance to racial discrimination.)*

## Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers with quotations from the memoir.

### Motivation

1. What causes the integration of Central High School?  
*(After the U. S. Supreme Court hears Brown v. the Board of Education, Chief Justice Earl Warren declares an end to segregation in public schools. To the dismay of Southern racists, a federal district court forces Little Rock, Arkansas, to integrate Central High School. The NAACP selects 17 students to begin the process. After eight drop out of the project, nine volunteers plan their entry on September 4, 1957. Although Governor Orval Faubus and segregationist groups jeopardize the plan, at a courtroom in the federal building, Judge Ronald N. Davies halts attempts to maintain a whites-only student body.)*

### Setting

2. Describe Melba's first high school.  
*(Melba Pattillo Beals joins eight students in entering the seven-story brick high school, an imposing building on Park Street that covers two blocks from 14th to 16th street. Moving up steep steps and through the front door, she meets with the staff in the office before a guide takes her past hostile students to English class. Her school experience includes playing volleyball on the field, being ridiculed about suntanning in French class, venturing into restrooms among vengeful girl students, and taunts in the cafeteria. Her only sanctuary is shorthand class, where Mrs. Pickwick silences racists. The school is large enough to offer a safe escape that Assistant Police Chief Eugene Smith organizes by car from a large garage.)*

### Character Development

3. Describe Melba's relationship with Danny.  
*(Among the 1,200 members of the 101st Airborne, 50 soldiers protect each of the nine students during their daily studies. Danny is Melba's personal guard. He gives her courage for facing tight situations and promises to stand nearby in case she needs him. When he can't intervene at the pep rally between Melba and the football players who force her to the wall, he provides sage observations about facing the enemy and refusing to accept defeat. Danny protects Melba from possible blindness by rinsing her eyes after a racist hurls acid in her face. When the 101st Airborne returns to Fort Campbell, Kentucky, Melba silently thanks Danny for his guardianship and for advice about not giving in to tears.)*

### Historical Milieu

4. How do times change race relations?  
*(The emergence of mob violence and Ku Klux Klan activity during 1957 and 1958 in Little Rock, Arkansas, forces people to act on their gut beliefs. Adults congregate at police barriers and yell threats and ridicule. White students who meet with the Little Rock Nine at St. Andrews Cathedral reveal that they have harbored misconceptions about blacks. In personal exchanges and telephone conversations with Melba, Link expresses his distaste for Andy's plans to kill her, but Link chooses to infiltrate the group by pretending to agree with their racism. After the local situation causes the closing of Central High School until October 1960, townspeople begin to accept the inevitability of federal-ordered desegregation. In retrospect, historians look back on Melba and her eight fellow volunteers as pioneers for civil rights in the South's public schools.)*

### Theme

5. What does the author reveal about rescue?  
*(Because of the crowding of students in halls and stairways and on the playing field, Melba cannot depend on rescue by national guardsmen or members of the 101st Airborne. After crowds burst through a barricade on the lawn of Central High School, she must leave school at 11:30 A. M. and travel by police motorcade to her home. On subsequent days, stops at the restroom jeopardize her safety from the close quarters of a stall that racist girls hold shut while they hurl fiery paper wads at Melba's head. On two occasions, she saves herself by driving away from tormentors—once in the family Pontiac and once in Link's 1949 Chevy. On other occasions, particularly the hurling of acid in her face, Danny intercedes and escorts her to the optometrist for treatment.)*

### Interpretation

6. Compare life for Melba and Grandma India.  
*(Melba's daily misery at Central High School leaves the Pattillo-Peyton family helpless to lighten her load. For Grandma India*

Annette Peyton, radio and television reports help the household keep in touch with the courts, governor's office, NAACP, and school administration. She sets an example of fortitude by going about housekeeping and cooking duties and by encouraging Melba not to give in to despair by keeping busy and cheerful. At night, Grandma gives Melba a chance to sleep in peace while the old lady receives visitors and phone calls and keeps watch at the door with two activities—holding a shotgun at the ready and tending to her embroidery. The domestic self-restraint of the elder female in the household sets an example for Melba, even though India is not present for her granddaughter's most trying situations.)

### Conflict

7. What makes Melba a worthy hero?  
(Conflict brings out Melba's strengths. She develops womanly traits while spending her adolescence in a crucible of violence and threats. Silent in the face of racist and sexist hatred, she attempts to concentrate on English, French, volleyball, and shorthand. When students shove, kick, or jostle her, she leaves her books on the floor and moves out of the way without resorting to retaliation. In one inescapable tussle, she kicks a male attacker in the groin. Her reports to the press inform the public worldwide of the daily menace that gives her and the other Little Rock Nine no respite from fear and hatred. When exhaustion and despair threaten her facade of courage, she turns to her diary and to religion as bastions of confession and protection.)

### Style

8. Discuss the alternating style of the text.  
(Melba gives direct testimony of the terrors of integrating an all-white Southern high school. Interspersed among her day-by-day descriptions are mealtime and holiday dialogue between family members, threatening telephone calls, a message from President Dwight D. Eisenhower, and commentary by officials of the courts, NAACP, mothers' league, and school administration. Melba further contrasts her first-person observations by citing headlines from the Arkansas Gazette and the New York Post and by revealing personal misgivings, close calls, and triumphs in her diary entries. As a whole, the blended text presents the racial conflict from the point of view of decision makers, students, family, activists, and the media.)

### Author Purpose

9. Why does Melba tell her story?  
(Warriors Don't Cry presents a significant moment in American education, black history, and civil rights. Melba recovers from her mother's notes, newspaper clippings, a diary, and personal memories an insider's view of courage in a 15-year-old girl. Writing from a mature perspective, Melba, as a professional journalist, crafts a swift-paced memoir without self-pity or sensationalism. The text presents enough epithets to establish that

racists are unprincipled and spiteful. To young readers, the overall reliving of Melba's year at Central High School forms a testimonial to courage in youth who volunteer for front-line duty to end segregation in the South's public schools.)

### Public Response

10. What is the effect of *Warriors Don't Cry* on readers?  
(Adult and young readers, teachers, historians, and librarians welcome Melba's memoir for its forthright description of a potentially deadly experiment in school integration. Against the advice of educators who wanted to begin integration at the kindergarten level, those activists who supported the de-segregation of Central High School in Little Rock, Arkansas, accepted the hazards to young students and the public. Black and white integrationists supported the nine volunteers during the increasing harassment and personal buffetings that worsened the situation each day. The book and its eight pages of photos attest to the fact that not all heroes are adults and that daring young people had a part in furthering civil rights throughout the South.)

## How Language Works

Melba Pattillo Beals captures through a variety of narrative methods the significance of racial integration to Americans:

1. By age four, Melba is capable of articulating racial discrimination: "Why do the white people write 'Colored' on all the ugly drinking fountains, the dingy restrooms, and the back of the buses?"
2. Paired with Melba's questions about surviving in a racist world are Grandma India's scriptural admonitions: "Be patient child, and tell God all about it."
3. In private, eight-year-old Melba composes in her diary her doubts about adult advice: "What if Grandma is wrong?—what if God can't fix things."
4. A stalker and would-be rapist exhibits the guile and menace of racists: "I'll show you niggers the Supreme Court can't run my life."
5. The normality of teen life fills the farewell of Minnijean to Melba: "I'll miss riding home with you and playing records with you and . . ."
6. Dr. Lois Pattillo states new obstacles in straightforward style: "They're not going to renew my teaching contract for next year. I don't have a job."

7. In 1987, a newspaper headline states without sensationalism the reunion of heroes: THE LITTLE ROCK NINE COME TOGETHER FOR THE FIRST TIME SINCE '57.

## Across the Curriculum

### Education

1. List assignments to introduce current students to the accomplishments of the first non-whites to integrate all-white schools in the South. Consider film clips, speeches, headlines from the *Arkansas Gazette* and the *New York Post*, and biographies of leaders and students, particularly Melba Pattillo Beals, Thurgood Marshall, Wiley Branton, and Daisy Bates.
2. Summarize on a wall chart the advice of Mohandas Gandhi and Martin Luther King, Jr., that give people hope.

### Composition

1. Create a poster logo, poem, one-act play, or song characterizing female courage and maternal love. Consider scenes in which Grandma India and Lois counsel Melba, recite Bible verses, prepare a 16th birthday party, sew Easter dresses, curtail phone calls and trips to wrestling matches, invite Vince to dinner, advise Melba about threats, or guard the front door against segregationists.
2. Outline historical events that influence Melba's early life: the rise of the Ku Klux Klan, Thurgood Marshall's career, Birmingham bus boycott, election of Daisy Bates as president of the Arkansas NAACP, heroism of Rosa Parks and Martin Luther King, *Brown v. Board of Education* decision, resistance of Governor Orval Faubus to integration, infiltration of the FBI in Little Rock, Judge Ronald Davies' verdict, closure of Central High School, and the arrival of the 101st Airborne at Central High School.
3. Outline notes for an oral report on school organization and the power structure that superintends the integration of Central High School. Include President Dwight D. Eisenhower, Mrs. Pickwick, Superintendent Blossom, Mrs. Huckaby, guides, national guardsmen, Assistant Police Chief Gene Smith, Sarge, 101st Airborne, office clerks, Thurgood Marshall, Wiley Blanton, Judge Ronald Davies, Arkansas State Police, Danny, Mothers' League, and the Little Rock School Board.

4. Compose a paragraph on Melba's relationship with other students. Stress her ability to influence bullies like the volleyball team and Andy and other football players and to remain friendly with guides, Link, Minnijean, Vince, Thelma, Jeff, Ernie, Carlotta, Marsha, Gloria, Terry, Elizabeth, and Conrad.
5. Make an annotated genealogical chart of the Pattillo-Peyton Family. Underneath each entry, summarize past examples of courage or list elements of the desegregation conflict that inflict hardship, disagreements, and loss.

### Religion

1. Compose a graveside service for Nana Healey or India Annette Peyton. Indicate how beloved black people remain alive in black history, for example, through storytelling, media reports, speeches, testimonials, needlework, songs, and memoir.
2. Describe the role of religion in Melba's life after the situation worsens at Central High School. Explain why she depends on Grandma India to see her through thoughts of suicide and an episode of egging.

### Business and Economics

1. Describe the farm and factory products and job opportunities for skilled and unskilled blacks of Little Rock, including labor for the Missouri Pacific Railroad. Explain how the economic situation alters for blacks after the integration of Central High School. Why is Lois Pattillo so terrified of losing her job?
2. Explain how black women like Nana Healy influence young white children. Contrast their work with that of railroad workers, professional soldiers, law officers, drivers, physicians, teachers, and soldiers.

### Geography

1. Use topographical maps to describe the city blocks the story covers, particularly the area around Central High School. Indicate the distance that separates the Pattillo family from mob violence. Estimate the time that it takes the car pool to drive Melba to and from classes.

## Social Studies

1. Compose an extended definition of social isolation. Explain why the term describes Melba, the other eight students, Nana Healey, Link, and Governor Faubus. Determine why isolation is difficult for a girl in her mid-teens, particularly during a Christmas party to which she isn't invited. Explain how a minister's prayers restore Melba's courage.
2. Contrast female characters and their attitudes toward family, racism, responsibility, and danger. Consider Daisy Bates, Mrs. Huckaby, Grandma India, Lois Pattillo, Elizabeth, Minnijean, Gloria, Nana Healey, Link's mother, Marsha, Mrs. Pickwick, the English teacher, Thelma, Carlotta, the woman who breaks through the police barrier, the Norwegian reporter, the courtroom heckler, and Melba.
3. Explain in an oral report why the community takes an interest in the success of Dr. Martin Luther King, Jr., and Rosa Parks. Why is Melba eager to pattern her life after that of Parks? How does Parks' example differ from that of Dr. King? of Gandhi? of Thurgood Marshall? of Daisy Bates?

## Psychology and Health

1. Explain with diagrams the pressures that impinge on Melba in all aspects of her life—family meals, dating, church attendance, amusements, school, interviews, telephone use, street surveillance, and private thoughts. Justify her suspicion of Link after he lends his car and asks her to meet him in public at the Double Deck Ice Cream. Why does the incident in the cafeteria warrant caution? What advice would you give Link and Melba about self-protection? about friendship?
2. Lead a debate concerning the best methods of including elderly shut-ins like Nana Healey in community activities. Consider visitation by peers, religious services, music, shared activities, field trips, photographs, holiday observances, and food.
3. Compose a lecture on emotional trauma, including the episodes described by Melba at low points in her life. List causes, symptoms, and treatment for people who feel exhausted, sleepless, terrified, defeated, or suicidal.

## Language

1. Compose an extended glossary of terms from the book. Include these: accentuate, respite, J. Edgar Hoover, AME Church, nightstick, traumatized, siege, proviso, adamant, taunting, Thurgood Marshall, transfixed, NAACP, sideburners, subsided, Wiley Branton, *Mikado*, momentum, demise, accolade, vicarious, meticulous, Gandhi, pristine, Mutt and Jeff, heckling, articulate, FBI, distraught, Ronald Davies, round-robin, rampage, moot question, amicus curiae, gauntlet, jeopardize, convoy, incommunicado, fiasco, and reinstate.
2. Debate whether the Mother's League, Ku Klux Klan, and the NAACP qualify as examples of an amicus curiae.

## Literature

1. Read aloud from nonfiction, novels, plays, speeches, and stories that describe mob violence, racism, abuse, injustice, and courage. Include Mari Evans' "I Am a Black Woman," Gloria Naylor's *Mama Day*, Walter Dean Myers' *Glory Field*, the Negro anthem "Lift Every Voice and Sing," Anne Moody's *Coming of Age in Mississippi*, *The Autobiography of Frederick Douglass*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, Gary Paulsen's *Nightjohn*, Alice Walker's *The Color Purple*, Toni Cade Bambara's "Blues Ain't No Mockingbird," Maya Angelou's *I Know Why the Caged Bird Sings*, Alex Haley's *Queen* and *Roots*, Harriet Jacobs' *Incidents in the Life of a Slave Girl*, *Written by Herself*, Martin Luther King's "Letter from a Birmingham Jail," Ruthann Lumm McCunn's *Thousand Pieces of Gold*, Mark Mathabane's *Kaffir Boy*, Lorraine Hansberry's *A Raisin in the Sun*, William Armstrong's *Souder*, and Richard Wright's "Almos' a Man" and "Between the World and Me."

## Law

1. Post on a bulletin board national laws affecting American civil rights from the Emancipation Proclamation of January 1, 1863, to the present. Stress the legal precedent of *Brown v. the Board of Education* and events following the integration of Central High School.
2. Make a chart of advice to Daisy Bates concerning the civil rights that she should demand for black students and their parents, particularly voter registration, police protection from segregationists, due process involving student suspensions and expulsions, free access to school board meetings,

and unimpeded access to public transportation, housing, schools, stores, restaurants, jobs, and banks.

## Drama

1. Draw stage settings for a dramatization of Lois Pattillo's meeting with the school supervisor, Grandma's nightly patrol with Mr. Higginbottom, application of epsom salt to a scalp wound, the retreat from the first day of school in 1957, Danny's arrival with Sarge, a lit stick of dynamite, Melba's first volleyball game, fireballs in the restroom, the hovering of helicopters, egging on the stairwell, prayers for Melba at church, serving white and dark meat turkey, a football on a key ring, and destruction of Melba's locker. Supply sketches of costumes and props, such as a basket of apples, military uniforms, guns, Ku Klux Klan notices, books, rope, dynamite, eggs, shampoo, epsom salts, pins and sheets, band-aids, paper wads, locker, carving knife, keys, plates, and news cameras.
2. Create a storyboard account of Melba Pattillo Beals' development from interviewee for the *Arkansas Gazette* to her career as a journalist, speaker, and author. Note at what point Lois Pattillo begins publishing folklore and black biography.
3. Pantomime symbolic or significant episodes, for instance, receiving roses, giving gold loop earrings for a 16th birthday, parking Link's car by the curb, visiting Cindy and Great-Uncle Clancey in Cincinnati, being interviewed by reporters for the *New York Post* and by the NAACP, receiving a television from Will Pattillo, hiding to eat an apple butter sandwich at lunch, learning shorthand in an oasis of calm, pinning sheets over Link's car, locating episom salts, and washing eggs out of Melba's hair.

## Speech

1. Organize a discussion of racism and other forms of persecution, classism, harassment, and exclusion. Answer these basic questions: What makes people exploit identifiable groups, especially members of a minority race? How does prejudice cause tense situations, such as the terrorizing of Elizabeth on her arrival at Central High School and the Ku Klux Klan's offer of \$10,000 to anyone who will decapitate black students? Why does prejudice precipitate Melba's thoughts of suicide and

her military courage? How do speeches, books, plays, monuments, music, murals, needlework, and other forms of creativity help quell hatred, taunts, segregation, and prejudice?

2. Compose a presentation to parents concerning the dangers and rewards of being the first non-white student to graduate from Central High School. What makes Ernie Green worthy of special recognition in 1958? Explain how his example differs from that of Minnijean or Melba.

## Cinema

1. View films about civil rights, such as *Mississippi Burning*, *Antwone Fisher*, *Malcolm X*, *The Autobiography of Miss Jane Pittman*, *The Long Walk Home*, *Men of Honor*, and *Eyes on the Prize*. Compare the movies' settings, themes, and dialogue to those of Melba Pattillo Beals' two memoirs. Comment on the interplay of people of different ethnic, social, educational, economic, and religious backgrounds, especially bishops of the AME church, Arkansas national guardsmen, news reporters, NAACP officials, members of the 101st Airborne, white teachers and principals, friends from Dunbar Junior High, hallway guides, black neighbors, Mutt and Jeff, and taunting protesters.

## Mathematics and Computers

1. Research population figures from the South during and after the civil rights movement. Divide your findings into white and non-white. What percentage of people who lived and worked in Arkansas were black? in the rest of the South? in Cincinnati? in Santa Rosa, California? How do educational backgrounds, general health, voting records, wages, white collar jobs, and earnings vary from race to race?

## Alternate Assessment

1. List examples of cruelty, injustice, intimidation, and racism in various incidents for example, the closing of the restroom stall, the removal of national guardsmen from Central High School, Minnijean's suspension, the burning of a straw figure, failure to treat an infant's infected scalp, destruction of Melba's locker, a bomb threat to the Pattillo home, the firing of Link's Nana, Mutt and Jeff under the streetlamp, the departure of the governor's attorneys from the courtroom, acid in Melba's eyes, a threat of rape at the vacant lot, and the separation of nine students into different classrooms.

2. Compile a list of actions that demonstrate community spirit, particularly the sorority Christmas party, gifts of bibles to the nine students, prayers for Melba's safety at Vince's church, meetings at Daisy Bates' house, new clothing for Minnijean before she leaves for New Lincoln High School in New York, a proposed boycott of the local grocer, and heroism for Melba.
3. Compose a scene in which Melba instructs her daughter, Kellie Beals, on the dangers of race baiting, heelwalkers, fire bombs, and Ku Klux Klan threats.
4. Make a character list and explain the character strengths of each, including Grandma India's marksmanship with Mr. Higginbottom, Lois' instruction in proper English to her children, Nana Healy's advice to Link, Will's love of his children, Danny's military example, Minnijean's friendship with Melba, Judge Ronald Davies' honor, Melba's courage, Thurgood Marshall's respect for children, Daisy's careful plans, and Link's loyalty.
5. Place in time order important events at these sites:
  - 12th and Cross streets
  - Quigley Stadium
  - Robinson Auditorium
  - Santa Rosa, California
  - New Lincoln High School
  - Double Deck Ice Cream
  - Vince's church
  - Nana Healey's house
  - Birmingham
  - India
  - Dunbar Junior High
  - federal building courtroom
  - 16th and Park Street entrance
  - St. Andrew's Cathedral
  - U. N. building

## Teacher's Notes

## Vocabulary

Select a word from the list below that is a synonym for the following lines. Place your response in the blank at left.

accentuate, respite, traumatize, siege, proviso, adamant, taunting, transfix, subside, tainted, conferred, tenacious, momentum, demise, accolade, vicarious, meticulous, pristine, heckle, articulate, distraught, rampage, moot, gauntlet, jeopardize, convoy, incommunicado, fiasco, reinstate, wry

- \_\_\_\_\_ 1. unproven, untried, groundless, discredited, disputed
- \_\_\_\_\_ 2. restore, correct, recover, amend, rectify
- \_\_\_\_\_ 3. shock, terrify, scare, stress, afflict
- \_\_\_\_\_ 4. stipulation, condition, exception, requirement, demand
- \_\_\_\_\_ 5. failure, mess, bungle, defeat, flop
- \_\_\_\_\_ 6. decline, fade, wane, lapse, diminish
- \_\_\_\_\_ 7. endanger, risk, hazard, imperil, threaten
- \_\_\_\_\_ 8. force, movement, power, flow, advance
- \_\_\_\_\_ 9. concealed, secret, unseen, obscured, silent
- \_\_\_\_\_ 10. needle, taunt, badger, bait, hound
- \_\_\_\_\_ 11. pause, reprieve, vacation, rest, delay
- \_\_\_\_\_ 12. vocal, expressive, fluent, clear, coherent
- \_\_\_\_\_ 13. company, group, assembly, caravan, fleet
- \_\_\_\_\_ 14. stress, emphasize, mark, underscore, sound
- \_\_\_\_\_ 15. certain, sure, unyielding, dogged, determined

## Comprehension Test A

### Part I: Character Identification (30 points)

Match each of the following descriptions from the novel with a character name. Place the letter of your response in the blank provided at left.

- |  |                  |
|--|------------------|
| _____ 1. wears band-aids to protect against heel-walkers | A. Marsha        |
| _____ 2. pretends to agree with threats of suicide       | B. India         |
| _____ 3. wants Melba to live near Harvard                | C. Faubus        |
| _____ 4. intends to kill Melba                           | D. Daisy         |
| _____ 5. urges Melba to seek medical care                | E. Lois          |
| _____ 6. fears coming to Melba's birthday party          | F. Melba         |
| _____ 7. holds Mr. Higginbottom                          | G. Eisenhower    |
| _____ 8. weeps at being rehired                          | H. Minnijean     |
| _____ 9. sends 1,200 soldiers to Central High School     | I. Mrs. Pickwick |
| _____ 10. brings a television to the Pattillo home       | J. Link          |
| _____ 11. invites a huge crowd for Thanksgiving dinner   | K. Mrs. Huckaby  |
| _____ 12. dumps chili on hecklers                        | L. Vince         |
| _____ 13. creates an oasis of peace in class             | M. Andy          |
| _____ 14. brings earrings as a gift                      | N. Danny         |
| _____ 15. goes to New Lincoln High                       | O. Will          |

### Part II: True/False (30 points)

Mark the following statements either T for true or F if any part is false.

- \_\_\_\_\_ 1. Melba suffers cuts on her first day at Central High School.
- \_\_\_\_\_ 2. Elizabeth conceals blue fingertips from the press.
- \_\_\_\_\_ 3. Nana disapproves of Link's relationship with a black girl.
- \_\_\_\_\_ 4. The two vehicles move rapidly through the crowd to rescue Melba from racist football players.
- \_\_\_\_\_ 5. Thurgood Marshall orders Governor Faubus to send the Arkansas National Guard into Little Rock.
- \_\_\_\_\_ 6. Melba admires the courage of Rosa Parks.
- \_\_\_\_\_ 7. National guardsmen do little to protect the nine students.
- \_\_\_\_\_ 8. Before going to New York, Minnijean apologizes for leaving Melba.
- \_\_\_\_\_ 9. Grandma India dies before Ernie becomes the first black graduate of Central High School.
- \_\_\_\_\_ 10. Because of constant distractions, Melba must drop out of shorthand class.
- \_\_\_\_\_ 11. The 20-minute pep rally terrifies Melba.
- \_\_\_\_\_ 12. The optometrist credits Danny with saving Melba's sight.
- \_\_\_\_\_ 13. Melba rides in the helicopter to a meeting at St. Andrew's Cathedral with white students.
- \_\_\_\_\_ 14. Governor Faubus orders Superintendent Blossom to question the nine about classroom violence.
- \_\_\_\_\_ 15. Melba's diary reveals her despair and exhaustion.



## Comprehension Test A (Page 2)

### Part III: Identification (10 points)

Explain the significance of the following details:

1. eggs
2. Mutt and Jeff
3. turkey
4. sheets and pins
5. sideburners

### Part IV: Essay Questions (30 points)

Choose two and answer in complete sentences.

1. Contrast punishments of black and white students.
2. Discuss the consequences of *Brown v. the Board of Education*.
3. Describe episodes illustrating Melba's stubbornness and willingness to compromise.
4. Account for increased racist harassment in late spring 1958.
5. Discuss the value of hall guides, city police, national guardsmen, the 101st Airborne, and the FBI as protection for the nine students.

## Comprehension Test B

### Part I: Multiple Choice (20 points)

Select an answer to complete each statement below:

- \_\_\_\_\_ 1. Melba is thrilled
- by Lois' insistence that she drive the Pontiac to school.
  - to receive hoop earrings from Vince.
  - after Minnijean ends the school year in peace.
  - to be on the cover of *Look* magazine.
- \_\_\_\_\_ 2. Danny dislikes seeing
- heelwalkers.
  - sideburners.
  - tears.
  - black patches.
- \_\_\_\_\_ 3. At St. Andrews Cathedral,
- students discuss their racial views.
  - Ted Posten asks Melba to write for the *New York Post*.
  - the NAACP charges the FBI with holding the students for questioning.
  - helicopters deliver the nine students to safety.
- \_\_\_\_\_ 4. The mother's league
- fights segregation.
  - volunteers to guide the nine students to class.
  - refutes charges against Minnijean.
  - opposes de-segregation.
- \_\_\_\_\_ 5. Security tightens for
- Minnijean's return in February.
  - the convoy to the first pep rally.
  - Melba after her locker is destroyed.
  - Ernie's graduation.
- \_\_\_\_\_ 6. Melba retaliates against tormentors by
- throwing books.
  - hurling fiery paper wads.
  - kicking Andy.
  - dropping her tray.
- \_\_\_\_\_ 7. Grandma India encourages
- Conrad to keep a diary.
  - a new response to taunts.
  - readings from the biography of Gandhi.
  - her granddaughter to emulate Rosa Parks.

- \_\_\_\_\_ 8. Lois fights for her job by
- complaining to railroad officials.
  - protesting the bishop's discrimination.
  - charging Superintendent Blossom with racism.
  - alerting the press.
- \_\_\_\_\_ 9. Link identifies
- Nana's good influence on his parents.
  - Andy's role in the Ku Klux Klan.
  - keys to a 1949 Chevy.
  - Melba's "soldier boy."
- \_\_\_\_\_ 10. Daisy and Melba
- disagree about the safety of the Dunbar Community Center.
  - choose a school schedule that contains French classes.
  - receive the Spingarn Medal.
  - laugh at accusations of speaking "Northern" English.

### Part II: Essay Questions (30 points)

Discuss the significance of the following citations:

- I felt myself smiling inside.
- J. EDGAR HOOVER ANGERED BY FAUBUS REPORT OF FBI
- Expert marksmanship is a must.
- We have to take the risk of talking to newspaper people.
- Namasté

Comprehension Test B (Page 2)

Part II: Sentence Completion (30 points)

Fill in the blanks with short answers from the following list: Andy, *Arkansas Gazette*, barricades, chapel, Cincinnati, Conrad, Danny, desegregation, dynamite, Elizabeth, Ernie, guides, India, Link, Lois, Marissa, Melba, military, Mother's League, NAACP, New York, *New York Post*, Norwegian reporter, optometrist, pep rally, railroad, schedules, sorority, Thelma, Vince, walkout, Will

1. After the U. S. Supreme Court orders \_\_\_\_\_ in 1954, dangers increase for black children.
2. \_\_\_\_\_ rescues Melba from a white man who beats and tries to rape her.
3. While visiting her cousin Cindy in \_\_\_\_\_ in mid-August 1957, Melba experiences fair treatment in public places.
4. \_\_\_\_\_ Pattillo is angry to learn that Melba will enter the white school.
5. Daisy Bates, head of the \_\_\_\_\_, involves Judge Ronald Davies and the FBI in desegregation efforts.
6. \_\_\_\_\_ refuses to take Melba to the wrestling match at Robinson Auditorium.
7. Vice Principal Huckaby distributes class \_\_\_\_\_, which separate the nine students.
8. \_\_\_\_\_ conceals a heart condition.
9. \_\_\_\_\_ dictates a statement over the phone that appears the next day in the *Arkansas Gazette*.
10. \_\_\_\_\_ protects Melba as she enters a hostile English class.
11. Danny seizes \_\_\_\_\_ and puts out the flame.
12. At a student \_\_\_\_\_, protesters hang and burn a straw figure at 16th and Park streets.
13. Melba develops a \_\_\_\_\_ mentality.
14. On November 25, 1957, Melba addresses 250 students at \_\_\_\_\_.
15. A \_\_\_\_\_ honors the nine at a Christmas party.

Part IV: Short Answer (20 points)

Supply a word or phrase in answer to the following questions. Place your response in the blank provided.

- \_\_\_\_\_ 1. What do hecklers dump on Minnijean?
- \_\_\_\_\_ 2. What disease keeps Melba home from school?
- \_\_\_\_\_ 3. What is Marsha afraid to attend?
- \_\_\_\_\_ 4. Who pretends to be a racist?
- \_\_\_\_\_ 5. Who begins visiting Link's nanny?
- \_\_\_\_\_ 6. Where do the McCabes live?
- \_\_\_\_\_ 7. What reopens in September 1960?
- \_\_\_\_\_ 8. Which school official is not a dependable protector?
- \_\_\_\_\_ 9. Who deceives India about meeting a friend at the library?
- \_\_\_\_\_ 10. Where do Mutt and Jeff park?

# Answer Key

## VOCABULARY

- |               |                  |                |
|---------------|------------------|----------------|
| 1. moot       | 6. subside       | 11. respite    |
| 2. reinstate  | 7. jeopardize    | 12. articulate |
| 3. traumatize | 8. momentum      | 13. convoy     |
| 4. proviso    | 9. incommunicado | 14. accentuate |
| 5. fiasco     | 10. heckle       | 15. adamant    |

## COMPREHENSION TEST A

### Part I: Character Identification (30 points)

- |      |       |       |
|------|-------|-------|
| 1. F | 6. A  | 11. D |
| 2. B | 7. B  | 12. H |
| 3. J | 8. E  | 13. I |
| 4. M | 9. G  | 14. L |
| 5. N | 10. O | 15. H |

### Part II: True/False (20 points)

- |      |       |       |
|------|-------|-------|
| 1. T | 6. T  | 11. T |
| 2. F | 7. T  | 12. T |
| 3. T | 8. T  | 13. F |
| 4. F | 9. F  | 14. F |
| 5. F | 10. F | 15. T |

### Part III: Identification (10 points)

- Melba must go home to wash her hair to remove egg dropped on her by a heckler.
- Two white cars park under the streetlamp during segregationist surveillance of the Pattillo household.
- Melba's comment about integrated turkey appears in the press and gives racist whites new ammunition against her.
- Grandma India conceals Link's car by pinning sheets over it.
- Melba's name for boys who grow sideburns in imitation of Elvis Presley.

### Part IV: Essay (30 points)

Answers will vary.

## COMPREHENSION TEST B

### Part I: Multiple Choice (20 points)

- |      |       |
|------|-------|
| 1. B | 6. A  |
| 2. C | 7. B  |
| 3. A | 8. D  |
| 4. D | 9. C  |
| 5. D | 10. C |

### Part II: Essay (30 points)

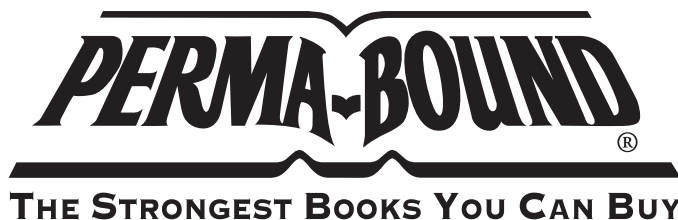
Answers will vary.

### Part III: Fill-in (30 points)

- |                  |              |              |
|------------------|--------------|--------------|
| 1. desegregation | 6. India     | 11. dynamite |
| 2. Marissa       | 7. schedules | 12. walkout  |
| 3. Cincinnati    | 8. Thelma    | 13. military |
| 4. Lois          | 9. Melba     | 14. chapel   |
| 5. NAACP         | 10. Danny    | 15. sorority |

### Part IV: Short Answer (20 points)

- |                   |                           |
|-------------------|---------------------------|
| 1. soup           | 6. Santa Rosa, California |
| 2. flu            | 7. Central High School    |
| 3. birthday party | 8. Mrs. Huckaby           |
| 4. Link           | 9. Melba                  |
| 5. Grandma India  | 10. under the streetlamp  |



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