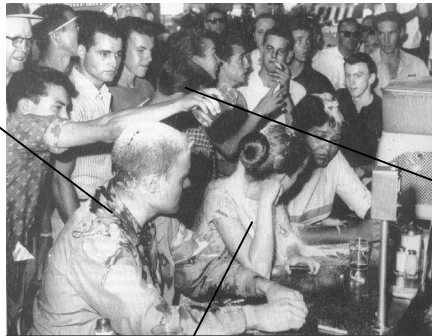


TO THE INSTRUCTOR: Lead students to analyze the image by having them describe what they see. Questions are provided to stimulate discussion. Students then discuss what it would be like to “step into the image” and actually hear, smell, and feel the exchanges between (1) the minority woman sitting in the background, (2) an active member of the white crowd in the foreground, and (3) an inactive member of the white crowd in the background. Actually having three students act as those individuals at the moment of the image should engage students with the issues and serve as springboard to a discussion of foundational knowledge related to this strategy. The **TIMELINE** handout supports the chronological narrative and ties all the data together.

A FINAL THOUGHT: Ask the students to “In a few words, how are the Civil Rights supporters trying to change the hearts and minds of those who oppose their goals”. Describe their strategies.

Do you think the sitting in at a lunch counter would likely make any difference? In Greensboro, N.C on the day after the first sit-in by four students, 30 students appeared at the **Woolworth's lunch counter** requesting service and remaining seated when it was refused. On the third day of the protest, so many students were sitting-in that downtown business was seriously affected. The sit-ins spread rapidly. By the end of 1960, 70,000 protesters had participated in sit-ins, throughout the South and in some northern cities. The student movement for civil rights had begun.

Where might this picture have taken place? Why? This picture was taken at a Woolworth's in Jackson, MS on May 28, 1963. However, the first sit-in occurred on 1 Feb 1960, when four black college **students sat at the whites-only lunch counter** at Woolworth's department store in Greensboro, North Carolina. The white waitress refused to serve them, even though they had purchased other items in the store just moments earlier. Despite efforts by the store manager to convince them to leave they stayed until closing time.



Kasher, Steven. 1996. *The Civil Rights Movement: A Photographic History, 1954-68*. New York: Abbeville Press. p. 67.

Why might someone oppose everyone [literally] being served at a lunch counter? The largest of the sit-ins occurred in Nashville, Tennessee. Violence broke out 27 February 1960. **Angry whites** pressed lighted cigarettes into the backs of girls sitting at one counter. Others dragged a white male protester from his stool, beating and kicking him. At another store, a white man kept blowing smoke into the face of a black student. When the student did not react, adhering to carefully rehearsed nonviolent tactics, the man pulled him from the stool and punched him. The student protester returned to his seat, only to be knocked off and hit again. The police arrived and arrested the student and his fellow protesters for disorderly conduct, allowing their **white assailants** to go free.

What could protestors hope to accomplish with this strategy?

Sit-in protesters in other communities encountered much the same treatment as those in Greensboro and Nashville. Although they were verbally and physically assaulted and then often arrested, the protesters continued to practice nonviolent resistance. They hoped to appeal to the conscience of white citizens by forcing them to confront the effects of segregation. In larger cities and in states outside the Deep South, the sit-ins were gradually successful in opening many segregated facilities. However, in the Deep South and in rural areas--particularly in Mississippi and Alabama--little change occurred. The sit-in movement inspired a campaign to desegregate interstate transportation. These Freedom Riders focused their campaign on those areas where the sit-ins had had little success. They would meet violent resistance.