

**Rising Grade VIII Summer Reading**  
*Warriors Don't Cry*, by Melba Pattillo Bates  
Reading Assignments and Discussion Prompts

**Summary:** *Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High*: In this nonfiction account, Melba Pattillo Beals tells the story of the year she spent as one of the "Little Rock Nine." In the fall of 1957, Melba and eight other African-American students integrate the previously all-white Central High in the wake of the U.S. Supreme Court's famous 1954 *Brown v. Board of Education* decision. The white community's violent backlash to court-ordered integration is so strong that President Dwight Eisenhower has to send in the 101st Airborne Division to protect the nine students. Melba's story is one of bravery and endurance in the face of unimaginable obstacles.

You must complete the **two** summer reading assignments below in preparation for your first social studies unit in the fall. **Both** of these summer reading assignments are due on Wednesday, September 7th. Please bring these assignments with you on the first day of school.

**Assignment One: Track Your Thinking**

Your teachers have divided the book into six sections. Use each of the six tables on the following pages to track your thinking about:

- **Terms and historical events** that are *new to you* or that *spark an interest* in making you want to know more
- **People in the book** who *act as an upstander, bystander, or perpetrator* or who *demonstrate bravery or experience fear* - (Give at least two examples per section.)

**Assignment Two: Reflective Prompt**

Please select and respond to **ONE** of the following prompts. Your response should be written in complete sentences and proper paragraph form. Be mindful that this paragraph will be the first representation of your writing as an eighth grade student at The Park School. In your response, you should explain your thinking clearly and use specific evidence from the book to support your answer.

- In thinking about the people and events in *Warriors Don't Cry*, what connection can you make to *yourself* or your own experiences? (text to self)
- In thinking about the people and events in *Warriors Don't Cry*, what connection can you make to a person or event from *another text you've read*? (text to text)
- In thinking about the people or events in *Warriors Don't Cry*, what connection can you make to a person or event in the *real world*? (text to world)
- What impressed you most about any one of the people in the book? Consider qualities you would like to nurture or develop in yourself as you grow up.
- What would you like to explore further or what are you inspired to do based on the events and actions in this book?

Name \_\_\_\_\_

Section \_\_\_\_\_

For pages 1 - 45 (Defining Segregation)			
Page #	<b>Terms and Historical Events</b> ★ New to you ★ Sparks an interest in making you want to know more	Page #	<b>People in the book (Give at least two examples for this section.)</b> ★ Acting as an upstander, bystander, or perpetrator ★ Demonstrating bravery or experiencing fear

For pages 46 - 105 (Becoming a "Warrior")			
Page #	<b>Terms or Historical Events</b> ★ New to you ★ Sparks an interest in making you want to know more	Page #	<b>People in the book (Give at least two examples for this section.)</b> ★ Acting as an upstander, bystander, or perpetrator ★ Demonstrating bravery or experiencing fear

Name \_\_\_\_\_

Section \_\_\_\_\_

## For pages 106 - 145 (Inside Central High)

Page #	<b>Terms or Historical Events</b> ★ New to you ★ Sparks an interest in making you want to know more	Page #	<b>People in the book (Give at least two examples for this section.)</b> ★ Acting as an upstander, bystander, or perpetrator ★ Demonstrating bravery or experiencing fear

## For pages 146 - 220 (Responses to Desegregation)

Page #	<b>Terms or Historical Events</b> ★ New to you ★ Sparks an interest in making you want to know more	Page #	<b>People in the book (Give at least two examples for this section.)</b> ★ Acting as an upstander, bystander, or perpetrator ★ Demonstrating bravery or experiencing fear

Name \_\_\_\_\_

Section \_\_\_\_\_

## For pages 221 - 261 (Responding to Harassment)

Page #	<b>Terms or Historical Events</b> ★ New to you ★ Sparks an interest in making you want to know more	Page #	<b>People in the book (Give at least two examples for this section.)</b> ★ Acting as an upstander, bystander, or perpetrator ★ Demonstrating bravery or experiencing fear

## For pages 262 - 312 (Legacies)

Page #	<b>Terms or Historical Events</b> ★ New to you ★ Sparks an interest in making you want to know more	Page #	<b>People in the book (Give at least two examples for this section.)</b> ★ Acting as an upstander, bystander, or perpetrator ★ Demonstrating bravery or experiencing fear