

# PEOPLE, PRIDE, AND PROMISE

*The Story of the Dockum Sit-In*

AMERICA'S FIRST SUCCESSFUL  
STUDENT-LED LUNCH COUNTER SIT-IN



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# Curriculum Accompaniment:

*People, Pride, and Promise*

*The Story of the Dockum Sit-In*

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## Context

*People, Pride and Promise* outlines the story of the Dockum Sit-In from the perspective of civil rights advocate Ron Walters. The story of Dockum is valuable for several reasons, but first and foremost, it is incredibly overlooked despite being the first documented sit-in in the U.S. civil rights movement. *People, Pride, and Promise* not only offers students an inspirational view into the power of civil disobedience; it also allows us to build an awareness of history that raises up heroes who we should not forget.

## Pre-Reading

*People, Pride and Promise* doesn't require much introduction as it covers contextual ground early in the book. However, there are still ways to encourage active listening by students with a quick activity before reading.

1. *Reflection:* Ask students what they know about the civil rights movement. Responses can be written or spoken in a quick discussion. The overall goal of this activity is to get students thinking about the movement and also curious about what they don't know / can learn.
2. *Vocabulary:* Term by term, ask students if they've heard of the word and what they think it means. After a quick discussion, tell students to give a signal queue when they've heard one of the terms during the reading— for example, touching their ear or snapping their fingers. This will keep them alert during the reading and build vocabulary recognition by encountering the terms in context.
  - a. Courage
  - b. Faith
  - c. Pride

## Post-Reading

After students have read *People, Pride and Promise*, there are a number of ways to expand the learning experience. We've provided a short, medium, and long term follow-up assessment to ensure that education doesn't begin with the first page and end with the last.

### Short Term: Comprehension & Analysis Questions

Right after the book is read, reflect on the story with comprehension questions to make sure students understand what happened. These questions can either be delivered through discussion or assessment.

1. Who was Ron Walters?
2. Why did Ron want to protest?
3. What was the Dockum Drugstore, and why was it important?
4. What is the NAACP?
5. How did Ron Walters and his friends decide to protest?
6. Who helped Ron Walters when a gang threatened him and his friends?
7. Why did Mr. Dockum decide to serve Ron and other Black citizens?

For deeper reflection on the topic, consider having students write a short journal assignment on one of the following topics:

1. Think about all the different people and groups who helped Ron Walters fight for justice. Can you think of someone who helps you in your goals? How do they give you support?
2. How can you help others fight for justice? Is there a way we can help each other day to day?
3. History can feel overwhelming – there's so much to learn. What other topics would you like to learn about, and why are they important to you?

### Medium Term: Timeline Activity

*People, Pride and Promise* closes with a Civil Rights timeline. Once students have read the book, making a timeline of their own offers both a fun arts and crafts opportunity and a way to solidify their knowledge on the Civil Rights movement. This activity can either be a take-home activity or be run in the classroom. Students will need writing and drawing materials as well as paper; students can either make individual timelines or each be in charge of a single event, which will then contribute to a timeline when all are either posted or stapled together.

### Long Term: Research Report

In this activity, students will research a historical or family figure. They will either use sources or conduct interviews, then write a short paper on the history of that person. You can model this by having a student come to the front of class and asking basic questions like, "when did you start school?" and "What do you like to do in your free time?" and then tell students how you would begin your paper – by establishing who you're talking about, and then presenting the information in a way that makes sense. Depending on the level of the students, you can expand or collapse this activity; the main goal is to establish preliminary research skills through a simple version of that process.