

# Scraps of Time 1960: Abby Takes a Stand

By Patricia C. McKissack / ISBN: 0-14-240687-2

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## Lesson Author

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## Standards and Benchmarks (see page 14)

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## Lesson Description

In this lesson, students read about incidents of racial discrimination and how those incidents were met with methods of protest. They engage in an activity that matches programs for low-income people with the type of economic inequity the program addresses and observe an activity simulating tax payments and transfers.

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## Grade Level

6-8

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## Concepts

Boycott  
Economic equity  
Sit-in  
Taxes  
Transfer payments  
Transfer programs

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## Objectives

- Students will be able to
- define boycott and sit-in;
  - define transfer payments, transfer programs, and taxes;
  - explain the purpose of transfer payments;
  - explain how transfer payments are funded;

- define economic equity; and
  - provide examples of programs designed to further the goal of economic equity.
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## Time Required

45-60 minutes

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## Materials

- *Scraps of Time 1960: Abby Takes a Stand* by Patricia C. McKissack (ISBN: 0-14-240687-2)
  - Visual 1
  - Handout 1, one copy for each group of 4 or 5 students, cut apart
  - Handout 1, one copy (uncut) for the teacher
  - Six index cards folded to produce six table tents, one for each jar, labeled as follows: Group 1, Group 2, Group 3, Group 4, Group 5, and The Government
  - Six small, clear jars or glasses
  - One bag of dried beans placed into the jars as follows: Group 1, 85 beans; Group 2, 40 beans; Group 3, 20 beans; Group 4, 15 beans; Group 5, 9 whole beans and ½ bean.
  - Two pieces of paper folded into table tents with one labeled “Government Goods and Services” and the other labeled “Transfer Payments”
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## Procedure

1. Ask students if there are some rides at amusement parks on which they are not allowed. If they answer no, ask if they were ever barred from certain rides when they were younger. (*Answers will vary. The students may be of an age and size that allows them access to all rides, but they should remember a time when they were considered too short or too light to ride on rides such as roller coasters.*)
  2. Ask students if there are places they are not allowed and have them explain where and why. (*Answers will vary but may include the following: movies rated PG-13 and R because they are too violent or contain content young people should not see; taverns and nightclubs because they serve alcohol and adults there may do or say things young people shouldn't be exposed to; behind the wheel of a car because young people are not mature enough to take on the responsibility of driving.*)
  3. Point out that these are cases in which young people are denied access so they remain safe. However, there was a time in this country when young people (and adults) were not allowed to participate in certain activities and go to certain places for no other reason than the color of their skin.
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4. Introduce the book *Scraps of Time 1960: Abby Takes a Stand* as the story of a young girl who joins others in peaceful protests to gain the right to go to any store, restaurant, or theater they want. Read the story.
5. When you have finished reading the story, ask the following questions:
  - At what store did Mama refuse to shop because the manager humiliated Abby? (*Harveys*)
  - When Mama said she would shop at Harveys “no more,” what did the rest of the people in the meeting shout? (*They shouted “no more” also. See pages 38-39.*)
6. Explain that all societies have economic goals, and often one of these economic goals is economic equity. **Economic equity**, also called economic equality, means a more equal distribution of goods and services among citizens.
7. Reread Chapter 2, “The Monkey Bar Grill,” and Chapter 3, “Turned Away.” Discuss the following:
  - What are some examples from the book of how black people were separated from white people? (*Abby and Patsy attended an all-black school; black people could not get certain jobs; blacks had to live in “black” neighborhoods. There were “blacks only” stores on Jefferson Street. The Hi-Style Hair Salon and Southland Restaurant had signs that said “Whites Only.” Abby was not allowed to eat at the Monkey Bar Grill.*)
  - What did Abby do when she walked by the Hi-Style Hair Salon and the Southland Restaurant? (*Abby turned her head so she wouldn’t see the “Whites Only” signs.*)
  - Why was Abby turned away from the Monkey Bar Grill? (*Abby was turned away because she was a black girl.*)
  - What economic inequalities did Abby and her family face? (*Answers will vary but may include the following: Abby and her family often couldn’t buy what they wanted where they wanted to buy it; they were unable to receive the education they wanted; and there were limited types of jobs available for black people.*)
  - What do you think was done to ensure economic equity for Abby and others? (*Answers will vary. Students might state that laws were passed and court cases were won that protected people from discrimination. They may know of programs that were established or expanded to address economic inequities.*)
8. Explain that because black people were denied access to so many stores and restaurants, they were unable to participate fully in the economy. Black people, and many white people too, became angry. These people got together and decided to **boycott** businesses. A boycott is a method of protest where people show a business that they are angry by refusing to buy the goods or services it produces. A **sit-in** is another type of protest where people take all of the seats in a restaurant or other business and remain

there all day if they are not served so that no other customers can buy the business's goods and/or services. (Optional: re-read the first two pages of Chapter 8, "Sacrifices," to students.) Discuss the following:

- How did the organizers of the protest get the word out about the boycott? (*The Flyer Brigade prepared and handed out leaflets.*)
  - Did the leaflets work in persuading everyone to boycott the segregated store? (*No. Some boycotted and others were afraid to get involved.*)
  - What other form of nonviolent protest did the people use toward the restaurants that would not serve blacks? (*Sit-ins*)
  - Describe a sit-in. (*People take all of the seats in a restaurant or other business and remain there all day if they are not served so that no other customers can buy the business's goods and/or services.*)
  - How does a sit-in hurt a restaurant? (*The restaurant owners cannot sell food to any other customers because there is nowhere for them to sit, and the business loses money.*)
  - Were the downtown stores that decided to serve black people eventually better off or worse off? (*They were eventually better off. An increase in consumers increases the demand for goods and services.*)
  - How did boycotts and sit-ins help gain economic equity for Abby and other black people? (*Businesses, such as Harveys, lost money during the boycott because black families refused to shop there. Harveys and other businesses opened every part of their business to black people in order to end the boycott. Businesses experiencing sit-ins lost money because other customers could not enter the business to buy goods and services. In some cases, business owners recognized that it was unfair to discriminate against black people.*)
9. Explain that people who were angry because blacks were discriminated against boycotted and conducted sit-ins at businesses in many cities. Boycotts and sit-ins often worked, but sometimes they didn't. Review the timeline at the end of the story "Remembering How It Was" (pages 100-103) with the students. Discuss the following:
- What happened to people who participated in sit-ins back then? (*They were subject to arrest, jail, tear gas, and bombings. James Lawson was expelled from college.*)
10. Explain that people such as Martin Luther King Jr. and Jesse Jackson, along with boycotts, sit-ins, and marches, brought attention to economic injustices, such as the inability of blacks to get jobs at white businesses and the denial of welfare benefits and Social Security to the majority of black people. There were many court cases where people argued that discrimination was wrong. Congress passed laws that made it illegal to discriminate against people because of their race. And the programs designed to give aid to low-income families were adjusted to provide greater fairness for minorities.

11. Explain that funds dispersed to people through government programs are called **transfer payments**. Transfer payments are money collected from some people and distributed to other people. These payments are designed to improve economic equity. Economic equity means a more equal distribution of goods and services among citizens. Transfer payments support **transfer programs** that help low-income families get the food, shelter, and health care they aren't able to obtain for themselves. When low-income families are given these things, it makes the way they live more equal with the way higher-income families live.
12. Ask students to identify government programs designed to improve economic equity. (*Answers will vary. Students may be aware of government programs such as the Supplemental Nutrition Assistance Program [SNAP, a.k.a. food stamps], low-income housing, Social Security, Temporary Assistance for Needy Families [TANF], Head Start, and Medicaid.*)
13. If students are not familiar with these government programs, explain the following:
  - The Supplemental Nutrition Assistance Program (SNAP), which is commonly known as food stamps, allows people to buy nutritious food. People are given a card similar to a debit card. The state in which the person lives places money in an account and money is withdrawn from that account every time the card is used.
  - Low-income housing is provided in a couple of ways. Some people live in apartment complexes specifically designated as low-income housing. Others are provided with vouchers they can use to pay their rent, in part or in full, depending on their income level, the size of their family, and the amount of the rent.
  - Social Security provides some income to retired people and minor children of a parent who has died.
  - Temporary Assistance for Needy Families (TANF) provides money for families who have or are expecting children and provides parents with other benefits, such as job preparation.
  - Head Start is a program to prepare low-income children for school by teaching them language, reading, mathematics, and science, as well as helping them learn how to make friends and enjoy learning.
  - Medicaid helps low-income people with their health care expenses so that people can get healthy and stay healthy.
14. Explain that these programs, except for Social Security, provide temporary help to people who have lost their jobs or have had some other problem that has caused them to have less money.

15. Divide the class into groups of four or five students. Provide a set of cards from *Handout 1: Situation and Program Cards* to each group and instruct students to match the situation card with the program card. Review student answers. Refer to your copy of Handout 1 for answers.
16. When students have matched the cards, ask students where the money comes from to pay for these programs. (*Students may say from taxes.*) Clarify their answers by explaining that the money for these programs is transferred through **taxes**. Taxes are required payments to the government. Explain that the government collects taxes to pay for goods and services the government provides, such as highways, national parks, and fighter jets, and to operate the government. Some of the money is collected from higher-income people and distributed to lower-income people through these programs.
17. Discuss the following:
  - How does SNAP (food stamps) improve economic equity? (*Higher-income people pay taxes so that low-income families can buy food and health care products.*)
  - How does low-income housing improve economic equity? (*Higher-income people pay taxes so that families who can't afford to rent an apartment can get housing.*)
  - How does Medicaid improve economic equity? (*Higher-income people pay taxes so that low-income families can get more health care.*)
  - How does TANF improve economic equity? (*Higher-income people pay taxes to provide income for people who are having a hard time economically.*)
18. Beginning with the tent card for Group 1 and ending with the tent card for The Government, display the six tent cards on a table in front of the classroom. Explain that "Groups 1-5" represent all of the households in the United States. The households are broken into five groups, so each group represents 20 percent of the households. The Government tent card represents the government of the United States.
19. Place the jars next to their corresponding tent card, one at a time, as follows:
  - **Group 1:** Explain that these households earn the most money each year. Show students the number of beans in the jar and place the jar next to its table tent. Explain that the beans in the jar represent the amount of income earned by these households.
  - **Group 2:** Explain that these households earn the second-most amount of money each year. Show students the number of beans in the jar, pointing out the difference in the level of beans compared with the first jar, and place the jar near its table tent. Remind the students that the beans in this jar represent the income earned by this group.
  - **Group 3:** Explain that these households earn less each year than the first two groups. Point out the level of beans compared with the first two jars, and place the jar near its table tent.

- **Group 4:** Explain that these households make less money each year than the first three groups. Point out the level of beans compared with the first three groups, and place the jar near its table tent.
  - **Group 5:** Explain that these households make the least amount of money of all of the groups. Point out the level of beans compared with the others, and place the jar near its table tent.
20. Reiterate that all of the beans in these jars represent all of the income earned by American families in one year, and each family is required to pay some amount of tax on the income it earns. Explain that the government collects taxes to pay for goods and services the government provides, such as highways, national parks, and fighter jets. Some of the money collected in taxes is used to take care of low-income households through transfer payments.
21. Start with the Group 1 jar. Remove 20 beans and place them in The Government jar. Explain that this group pays the largest amount of taxes. Continue taking beans from the other groups and placing the beans in The Government jar as follows:
- Group 2—8 beans
  - Group 3—3 beans
  - Group 4—1 bean
  - Group 5—½ bean
22. Place the table tent cards that say “Government Goods and Services” and “Transfer Programs” on the table near The Government jar. Remove 20 beans from The Government jar and place them on the table near the table tent that says “Government Goods and Services.” Remove the remaining beans from the jar and place them on the table near the table tent that says Transfer Programs.
23. Some of the money collected in taxes pays for goods and services the government provides. Ask students for examples of goods and services provided by the government. (*Answers will vary but may include national defense, highways, or national parks.*) Some of the money collected pays for transfer programs. Ask students for examples of transfer programs. (*SNAP, a.k.a. food stamps; low-income housing assistance; Social Security; TANF; Head Start; and Medicaid.*)
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## Closure

24. Discuss the following:
- What does economic equity mean? (*Economic equity means a more equal distribution of goods and services among citizens.*)
  - What are taxes? (*Taxes are required payments to the government.*)

- What are some examples of government-provided goods and services? (*Answers will vary but may include national defense, highways, or national parks.*)
- What are transfer payments? (*Transfer payments are money collected by the government from some people and distributed to other people.*)
- What is the purpose of transfer payments? (*The purpose of transfer payments is to improve economic equity.*)
- What are some examples of transfer programs? (*SNAP, a.k.a. food stamps; low-income housing assistance; Social Security; TANF; Head Start; and Medicaid*)
- What does SNAP provide? (*SNAP provides food.*)
- How does low-income housing assistance help families? (*Low-income housing assistance provides a place to live for families who cannot afford to pay rent.*)
- How does Head Start help families? (*Head Start prepares children from low-income families for success in school.*)
- What protest method has people refusing to buy a business's goods and services? (*A boycott*)
- What protest method has people taking up all of the seats at a business? (*A sit-in*)
- Are these methods of protest successful? (*Answers will vary. They have sometimes been successful and sometimes not.*)
- What did black leaders such as Martin Luther King Jr. and Jesse Jackson do to gain economic equity beyond boycotts and sit-ins? (*They brought attention to discrimination, leading to laws and court decisions to correct discrimination.*)

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## Assessment

25. Use *Visual 1: Economic Equity* to assign a brief essay covering each of the following points as a separate paragraph. Points that might be included in each paragraph are shown below for each topic.

### Economic Equity

- What is economic equity? (*Economic equity is a goal for our society to provide a more equal distribution of goods and services among citizens.*)
- Is economic equity an important goal for our government? Explain your answer. (*Answers will vary.*)
- How is the goal of economic equity achieved? (*Economic equity is achieved through transfer programs.*)



### Transfer Programs

- What are transfer programs? (*Students can discuss any of the various programs, including the Supplemental Nutrition Assistance Program (SNAP), a.k.a. food stamps; low-income housing assistance; Social Security; Temporary Assistance for Needy Families (TANF); Head Start; and Medicaid or research a program that was not mentioned in this lesson.*)
- Who are transfer programs for? (*Transfer programs are designed to aid low-income families.*)
- How do transfer programs address economic equity? (*Transfer programs provide goods and services for low-income families, to make the way low-income families live more equal to the way higher-income families live.*)

### Taxes and Transfer Payments

- What are taxes? (*Taxes are required payments to the government.*)
- From whom are taxes collected? (*Taxes are collected from nearly everyone. They are collected through several means, including income tax.*)
- How are tax monies spent? (*The money received from tax payments is spent on government-provided goods and services, operation of the government, and transfer programs.*)

### The Student's Conclusion

- Is economic equity an important goal for our society? Explain your answer. (*Answers will vary.*)
- Should transfer payments be provided by the government? Explain your answer. (Restate your opinion from the first paragraph.) (*Answers will vary.*)

**Visual 1: Economic Equity****Economic equity**

What is economic equity?

Is economic equity an important goal for our government? Explain your answer.

How is the goal of economic equity achieved?

**Transfer programs**

What are transfer programs?

Who are transfer programs for?

How do transfer programs address economic equity?

**Taxes and transfer payments**

What are taxes?

From whom are taxes collected?

How are tax monies spent?

**The student's conclusion**

Is economic equity an important goal for our society? Explain your answer.

Should transfer payments be provided by the government? Explain your answer. (Restate your opinion from the first paragraph.)

**Handout 1: Situation and Program Cards (page 1 of 3)**

Situation	Program
<p>The Smith family recently moved from Michigan to Ohio in search of a job for Mr. Smith. Money is tight. The move was expensive. The Smiths had to find an apartment, pay the first and last month's rent, and pay the security deposit. They have very little money left over for food, and it seems that this could be a problem that will last for a while.</p>	<p>Supplemental Nutrition Assistance Program (SNAP, a.k.a. food stamps)</p>
<p>Mrs. Jackson is a widow with four children. She works, but her wages are so low she earns only about one-third of what most people in her city earn. She lives in a run-down, two-bedroom apartment but was recently told she'd have to move. Her landlord has not been making payments on the property, and it is being foreclosed. As shabby as the apartment is, it is cheap, and Mrs. Jackson can't find any place else that she can afford. She is afraid she will have to move her family to a homeless shelter.</p>	<p>Low-income housing</p>
<p>Mr. Rocko is retiring soon, so his regular paycheck from the company where he works will stop coming soon. He will, however, begin to receive some income from the government.</p>	<p>Social Security</p>

## Handout 1: Situation and Program Cards (page 2 of 3)

Situation	Program
<p>Carmen and Jasmine are twin sisters getting ready to apply to colleges. Next year they will be living in a dorm with many other girls. They are about as happy and excited as they could possibly be. However, 10 years ago they weren't certain they would ever be happy again. That's when their dad died in a car accident. Their mom couldn't afford the house payment, so on top of the sadness they were terribly worried that they would have to move. Fortunately, there was a government benefit that each of them was eligible to receive. They were able to stay in their home.</p>	<p>Social Security</p>
<p>Sam and Elyze have three children, 1-year-old twins and a 3-year-old. Neither Sam nor Elyze has been able to get more than a minimum-wage job and, at the moment, neither one is working. They have contacted their state's aid office and have been told that they are eligible for cash payments to get them through this rough time. However, as a requirement of the program, they will both have to commit to a job-training program. That's all right with them!</p>	<p>Temporary Assistance for Needy Families (TANF)</p>
<p>John and Mary are young parents. John is 22 and Mary is 21, and they have three children ages 1, 2, and 3. The 3-year-old child does not speak yet. John and Mary are afraid that their own lack of education may be a disadvantage to their children and that each of their children could benefit from starting an early-education program.</p>	<p>Head Start</p>

**Handout 1: Situation and Program Cards (page 3 of 3)**

Situation	Program
<p>Leah has three children, and she can't find work. She already receives Temporary Assistance for Needy Families and she receives food stamps. However, her youngest daughter needs to get her vaccinations, and those programs do not help with the doctor bills.</p>	<p>Medicaid</p>

## Content Standards and Benchmarks

### National Standards in Economics

**Standard 16:** There is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also have direct or indirect effects on people's incomes.

- **Benchmark 1, Grade 4:** Governments provide certain kinds of goods and services in a market economy.
- **Benchmark 2, Grade 4:** Governments pay for the goods and services they use or provide by taxing or borrowing.
- **Benchmark 3, Grade 8:** Most federal government tax revenue comes from personal income and payroll taxes. Payments to Social Security recipients, the costs of national defense and homeland security, medical expenditures (such as Medicare), transfers to state and local governments, and interest payments on the national debt constitute the bulk of federal government spending.

### Common Core State Standards, English Language Arts

#### Speaking & Listening

- **Comprehension and Collaboration**

(CCSS.ELA-Literacy.SL.6.1, CCSS.ELA-Literacy.SL.7.1) CCSS.ELA-Literacy.SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.1.a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.SL.8.1.b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.8.1.c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**Common Core State Standards: Grades 6-12 Literacy in History/Social Studies, Science, & Technical Subjects**

## History/Social Studies

- **Key Ideas and Details**

CCSS.ELA-Literacy.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

- **Craft and Structure**

CCSS.ELA-Literacy.RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

## Writing

- **Text Types and Purposes**

CCSS.ELA-Literacy.WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CCSS.ELA-Literacy.WHST.6-8.2.a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.WHST.6-8.2.b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.WHST.6-8.2.c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.WHST.6-8.2.d: Establish and maintain a formal style and objective tone.

CCSS.ELA-Literacy.WHST.6-8.2.e: Provide a concluding statement or section that follows from and supports the information or explanation presented.