

Name: Teacher ISB 2016
Date: _____

Noughts & Crosses
Act One, Scenes 1-4

I. Power \bigcirc = nought
(white)

$+$ = Cross
(Black)

1.1

1. What two words or phrases confirm the setting as England?

- Mum (9) • Maths (13) • barking (14) - "mad"
- Deputy Prime Minister (11) • Cripes (15)

2. What possible conflicts does this scene foreshadow? Evidence?

- ① Noughts vs. Crosses = noughts vs. Crosses: us vs. them (2 different worlds)
- ② Family conflict (between families)
- ③ School - nought only / Heathercroft

3. Who/what has power in this scene? How do you know?

Sephy: power = money (opportunity/place to meet); directs kissing; has academic knowledge

Callum: power = in touch w/ reality / "street smarts" Mom (Sephy): parental authority

First impression of Sephy: (Cross)

• expressive, confident, optimistic/naive, loves life, outgoing

First impression of Callum: (nought)

• smart, hardworking, serious, realistic, outgoing

1.2

Jude: age 17

1. What might have caused the rift between Mrs. Hadley and Mrs. McGregor?

- Growing relationship between Sephy & Callum - Mrs. Hadley doesn't want them to mix
- Callum getting into the Cross School (Heathercroft)

2. List two ways that a Cross is referred to in this scene. Why can Crosses be thought of as both descriptions at once? ① Dagger \downarrow ② Closer to God $+$

Perspective/status as negative - to oppress

3. Have you ever been in a situation where you were asked or felt like you had to represent your "people" or "country"? Briefly describe and indicate how you felt. Callum - represent self, not community (uncomfortable)

4. Who/what has power in this scene? How do you know?

Jude = negative energy

Mum & Dad = parental power/respect

1.3

1. Who/what has the power in this scene? How do you know?

Crowd: large # of people; shout/throws a rock / Sephy: silences crowd "throws" a word

2. How does Sephy try to shift the power?

Words: "blankers" : "Worse than animals! Like blankers!" (20).

blanker = nought

Define blanker: Zero, nothing, a waste of time & space



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Little Rock Revisited: 40th Anniversary of Integration at Central High

Overview:

segregate

VS

blacks & whites together

Black students everywhere made history as pioneers paving the way for racial integration in their hometowns.

Along with "Back to School" sale displays being replaced by Halloween candy and costumes, the newness and fresh beginnings of the school year are fading in the minds of students who feel as if they're now well into the groove. Yet the memories of opening day are still undimmed in the minds of nine former students who are reuniting this month to commemorate the 40th anniversary of racial integration at Central High School in Little Rock, Arkansas, USA

September 4, 1957, marked the first day at Central High for 15-year-old Elizabeth Eckford, one of the "Little Rock Nine," as the black students were later dubbed by the national press. Two years after the Supreme Court in the 1954 Brown vs. Topeka Board of Education decision overturned the "separate but equal" status that allowed for segregation, the NAACP sued Little Rock's Board of Education for failing to integrate its public schools.

The following year, in 1957, under federal court order, the board received between 75 and 80 black student registrations to attend the all-white Central High School, but allowed only nine to enroll: Elizabeth Eckford, Minniejean Brown, Ernest Green (the only 12th grader among the nine selected), Thelma Mothershed, Melba Pattillo, Gloria Ray, Terrence Roberts, Jefferson Thomas and Carlotta Walls. Arkansas Gov. Orval Faubus, warning that "blood will run in the streets," vehemently opposed what he considered federal interference and pushed for states' rights by ordering the armed Arkansas National Guard to block the entrance of the black students to Central High.

After repeatedly trying to enter the school building amid a mob of hundreds of angry white citizens who cursed, threatened and spat upon her, Elizabeth Eckford eventually had to return home. Stating that "one person's opinions have no bearing on the matter of enforcement," President Eisenhower directed the Attorney General to obtain an injunction against Gov. Faubus to comply with desegregation. Faubus responded three weeks later by removing the Guard surrounding the high school but providing no other protection for the black teens. As a consequence, Eisenhower ordered the deployment of 1,200 paratroopers - 52 planeloads of the "Screaming Eagles" from the 101st Airborne Division - into Little Rock.

Day one at Central High

Following two more attempts by Elizabeth's classmates to attend classes - thwarted by protests that included white students jumping from second story windows to avoid contact with the black teens - the Little Rock Nine finally began their first day of school at Central High on September

for show

extreme reactions

war zone

weapons / training numbers / actions

power

law

law

show of force
control

Arriving in an Army station wagon surrounded by a convoy of jeeps with mounted turret guns and helicopters hovering overhead, the first black students to integrate the high school were scorted up the stairway and in the front door. Each of the Nine were assigned individual bodyguards bearing bayonet rifles. These guards would walk with them between classes but were unauthorized to enter the classrooms, cafeteria, locker room, lavatories or assemblies.

was
force

Lack of power
The black students of Central High were targeted by most of their white peers at every opportunity. They were called derogatory names, tripped in the hallways, slapped, punched, stabbed, shot with water pistols full of acid, thrust under scalding water, had glue poured on their hair, and were sexually harrassed. In addition to this, the black students received threatening notes, menacing phone calls in the middle of the night, and explosives tossed into their homes.

"It was trench warfare," recalled Ernest Green. "A battlefield every day," remarked Melba Pattillo. Some of the black students were virtually ignored by their teachers whenever they would raise their hand in class and were unaided by them when the taunts turned physical. The Nine knew from the outset that they would be excluded from joining Central's football team, chorus, and any other extracurricular activity they had participated in at their previous high schools. They quickly realized that their main objective was not learning but survival.

By November, the 101st Airborne was withdrawn and the federalized Arkansas National Guard remained. After Thanksgiving, the staunch segregationist students began their attacks in earnest, often with the Arkansas National Guardsmen looking on and whispering words of encouragement to the offenders under their breath. The Nine dug in their heels and each adopted his or her own way of making it through the day - either by silent withdrawal, aggressive but cautious resistance, or verbal comebacks.

Control
power

After the Christmas holiday, Minniejean Brown was expelled from Central for defending herself both verbally and with a bowl of chili (!) against a group of white teens who continually targeted her for her persistent efforts to sing with the school glee club. The other black students became even more vigilant, fearful that their least response to the daily violence would result in the same fate that met Minniejean. Signs reading "One Down, Eight To Go!" cropped up all over Central the week following Minniejean's dismissal.

Unexpected support

At this point, the troops were withdrawn from the school building and posted outside. Consequently, the abuse in the hallways, classes and assemblies intensified. All the more memorable, then, was the kindness shown the Nine by a few white teenagers, by some of the Guardsmen, the assistant principal, the chief of police and members of the press. But despite occasional demonstrations of support, the black teens found it hard to trust these overtures completely. They relied on the strength of their parents and families, many of whom lost their jobs by sending their sons or daughters to Central.

uncertainty

Many of the Nine's former classmates urged them to give up and leave the school, stating that their actions were making life tougher for other black teens in town. Realizing then that the cost of the struggle was also the forfeit of a normal social life, the Nine applied themselves to schoolwork as best they could, looking ahead to the end of May and the anticipated historic "first" of their classmate Ernest Green's graduation.

Finally, the 1957-58 school year came to an end. Although the seats around him were empty because no other graduate would sit near him, Ernest walked tall as he crossed the stage to receive his Central High diploma. No one but his family and their guest, Dr. Martin Luther King

Jr., applauded him on that crowded football field, but around the country and across the world Ernest was heralded as a hero.

Perspective

The remaining black teens would not pass through the front doors the following September, nor would any other student of Central High. That summer, Gov. Faubus implemented two statutes that authorized him to shut down the public schools of Little Rock rather than integrate them. In 1959, the courts called Faubus' statutes "evasive schemes," a violation of due process and the equal protection clauses of the 14th Amendment. On August 12, 1959, Central High School reopened and integration took a tentative but decisive step into the future.

Little Rock today 1997

Today, Central's student population is about 65 percent black, and the school is acclaimed for providing one of Arkansas' strongest academic programs. Ten percent of the state's National Merit semifinalists have graduated from Central over the last decade, and almost half of Arkansas' black semifinalists are Central students.

This month Little Rock will commemorate the 40th anniversary of the 1957 crisis with the opening of the Central High Museum and Visitor Center, located across from the high school in a former gas station. Prior to this, the nearest exhibit on the crisis of 1957 was located in Memphis, 130 miles away.

Thanks to the planning of Dr. Johanna Miller Lewis, project manager, the 40th anniversary boasts an impressive calendar of events scheduled from September 19-27. Among noted guests and speakers are the Little Rock Nine and President Clinton, who will join for a ceremony at Central on September 25. The high school will host an open house on September 20, and a 70th Birthday party for the building, once voted "America's Most Beautiful High School," will be held on the 27th.

The Museum and Visitor Center publishes a complete bibliography detailing the Little Rock crisis and sells videos and children's books on this topic. A timeline of the crisis and a complete 40th Anniversary calendar of events are also available. Their Web site is forthcoming. You can reach the Central High Museum by calling (501) 374-1957, or writing: P.O. Box 390, Little Rock, AR 72203.

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Little Rock Nine Activity

Photojournalism is the recording of events through photographs. The photographs by Will Counts of the Central High School Crisis captured disturbing events that occurred in Little Rock, Arkansas in 1957 as nine African-American students were integrated into the formerly all-white high school.



Criterion
C/D

September 5, 1957: A jeering Student follows Elizabeth Eckford as she walks down a line of National Guardsmen who barred her from entering the Central High School

Photojournalism often makes viewers feel "as if they were there" when important events happened. **First**, based on the above photograph by Will Counts ("It was not the plan for Elizabeth Eckford to walk alone toward Central High" 1957), write about your impressions of the event in the photo (8-15 sentences) and how it communicates what happened based on one of the following roles. **Then**, find and attach two other images from the event to your paragraph that convey powerful visual images of what occurred that day.

Role #1 - imagine you are the photojournalist recording the event with your camera. What is happening to the people who are there, how are they affecting other people around you and the country?

Role #2 - Imagine you are Hazel Bryan Massery. Massery is the person directly behind Elizabeth in the photo shouting at her in the photograph. You are looking at the photo now and remembering what happened when you were young. You think of how it affected your life and the changes you saw because of it.

Role #3 - It's the night before your first day of High School. You're filled with excitement, fear and tension. You wonder what the school will be like. Will the classes be hard? Will the students like you? Will the teachers be friendly? You want to fit in. Your stomach is full of butterflies as you try to sleep and wonder what tomorrow will be like. You get up the next morning preparing to meet the other students before you go into Central High. You arrive at the school and you are unable to find Ernest, Melba, or any of the others. Where is everyone? People began surrounding you yelling "Get out of hear you monkey". People are spitting on you and telling you to go home.

Photojournalist

Hazel

Elizabeth

1.4

1. How has the power shifted once again? How do you know? (words, actions, literary devices)

Callum: Sephy apologizes / We shouldn't spend so much time together
(alliteration)

2. Predict: What kind of friendship can Sephy and Callum have? Why?

• Possible, but hard / change the friendship

→ relationship is public
→ other people (at school / parents / family)

• Callum will have power to decide what friendship will become

II. Point-of-view

Act, Scene	Point-of-view Character A	Point-of-view Character B
1.1 The future	Sephy's Point-of-view idealistic	Callum's Point-of-view realistic
1.2 Heathcroft School	Meggie's Point-of-view bad idea	Ryan's Point-of-view great idea
1.3 Word: Blanker	Sephy's Point-of-view Just a word	Callum's Point-of-view powerful
1.4 Friendship	Sephy's Point-of-view Confused • Callum has power	Callum's Point-of-view Confused • Complicated • "safer" to NOT be friends (at school)

Language : Intent
Impact
Situational

Name: _____
Date: _____

Noughts & Crosses
Act One, Scenes 5-11

Directions: For each quote, write the name of the speaker from *Noughts & Crosses* on the line provided and complete the MLA citation by entering the appropriate page number. In addition, identify which of the following elements can be observed in each quote. Circle the appropriate elements.

- A. Social/Political Environment B. Foreshadowing C. Conflict D. Character Development

1.5

1. Callum "Except that the teachers totally ignored us, and the Crosses used any excuse to bump into us and knock our books on the floor, and even the dinner ladies made sure they served everyone else in the queue before us" (Cooke 22).

Little
Rock
9

- A. Social/Political Environment B. Foreshadowing C. Conflict D. Character Development

2. Meggie "Friends? We were never friends. She patronized me and I put up with it 'cause I needed a job—that's all" (Cooke 23).

- A. Social/Political Environment B. Foreshadowing C. Conflict D. Character Development

3. Kamal "The ^{noughts} Liberation Militia are misguided terrorists and we will leave no stone unturned in our efforts to bring them to justice" (Cooke 23).

- A. Social/Political Environment B. Foreshadowing C. Conflict D. Character Development

Observation of political environment: Crosses are good - noughts cause problems

1.6

1. Shania "Serves her right. Coming over to our table and acting the big 'I am'" (Cooke 26).

- A. Social/Political Environment B. Foreshadowing C. Conflict D. Character Development

2. Sephy "Well, if you're not a snob, you're a hypocrite, which is even worse. I'm okay to talk to as long as no one can see us. As long as no one knows" (Cooke 29).

- A. Social/Political Environment B. Foreshadowing C. Conflict D. Character Development

3. Callum "I was so busy concentrating on getting into Heathcroft that I didn't give any thought to what it'd be like when I actually got there" (Cooke 28).

- A. Social/Political Environment B. Foreshadowing C. Conflict D. Character Development

Observation of social environment: Tension win - internal conflict within groups

Directions: For scenes 7-11, please select one to two quotes/scene that demonstrate one of the following elements: social/political environment, foreshadowing, conflict or character development. Follow the model above in recording your information.

1.7

(A) Joanne: "Besides we don't need to speak to them. We see them on the news practically every other day. Everyone knows they're all muggers and they hang around in gangs and knife people and listen to crap music" (Cooke 29).

(A) Sephy: "The news lie all the time. They tell us... The majority are decent, hardworking people" (Cooke 29).

1.8

(A) Jasmine: "I believe my daughter was attacked by 3 girls for sitting at your ^{lunch} table yesterday" (Cooke 31).

(B) Jasmine: "Sarah, make sure this boy doesn't set foot here again" (Cooke 31).

1.9

(A) Sephy: "Why was it that when noughts committed ~~criminal~~ criminal acts, the fact that they were noughts was always pointed out?" (Cooke 32).

(B) Sephy: "I opened my eyes and stared out into nothing but hate" (Cooke 32).

1.10

(B) Jude: "If you hate what you are, do something about it. Just die or something!" (Cooke 33)

(A) Ryan: "Three or four nought men beat Lynette's lad nearly to death" (Cooke 34).

1.11

(C) Sephy: "Don't pretend you were worried about me. You didn't come and see me once. You didn't even send me a card" (Cooke 36).

(B) Callum: "If you're not there I'll understand" (Cooke 37).

(C)
(D)

Name: _____
Date: _____

Noughts & Crosses
Act One, Scenes 12-18

1.12

Directions: Ominous comments are made in this scene. For each quote, analyze Lynette's comments and try to find meaning behind her words. The first quote has been done as an example.

#1: Callum: You ok?
Lynette: No. You?

Message: Lynette has just had a breakthrough in the last scene; she "remembers" her past and seems to know that she is a Nought and not a Cross. Although she realizes the uncertainty of her situation, she does demonstrate concern for Callum which supports her "return" to awareness, both self and external.

#2: Lynette: How do you do it, Callum?
Callum: Do what?
Lynette: Keep going. - "living"

Lynette is losing hope, not sure how to go on. Suicide?

#3: Lynette: You've always been so focused. You've always known exactly where you wanted to end up. I hope it works out for you. You know what I miss? I miss being bonkers!

Callum: Don't say that.

Lynette: I do. I know I was living in a fantasy world before, but at least I was somewhere. Now I'm nowhere.

Lynette - unsure of future, misses "old" life

#4: Callum: Lynny, you are all right, aren't you?
Lynette: I don't know. - burden?

Callum: he's concerned

Lynette: uncertain / what does it mean to be "all right"? ; lying?

not want to
↑ face truth?

#5: Callum: It's not too late [for you to go to college.] she has a future to live for (give her hope)
Lynette: How would we pay for that? Anyway, I'm not like you. I don't have what it takes. (have hope)

Lynette: Realistic, not like you - determination, perseverance, goals, confidence
↳ Given up / depressed / self-doubt

#6: Lynette: Just remember, when you're floating up and up in your bubble, that bubbles burst. The higher you climb, the further you have to fall. (talk to self)

Lynette: Warning to Callum - be careful

be grounded

↓
she fell; 1st-hand experience

*Foreshadowing

1.13

What forces are working to keep Sephy and Callum together? Identify two from this scene.

Their past } 1. Their friendship / love for each other
2. Trust & loyalty

1.14

What is happening to Callum's family? Use two examples from past events to support your rationale.

Falling apart / 1. Fighting/arguing - verbal conflict
2. Lynette is dead

1.15

Compare and contrast Meggie's, Jude's and Ryan's reaction to Sephy coming to Lynette's wake.

Lynny & Cross
Callum & Cross

	Meggie	Jude	Ryan
Reaction: To Sephy in person...	<u>Welcoming</u> <u>Kind/understanding</u> <u>positive</u>	<u>Rude</u> <u>pushes her</u>	<u>Harsh</u> <u>not responding</u>
Reaction: Once Sephy has left...	<u>Disappointed</u> <u>in family's reaction</u>	<u>Teams up</u> <u>w/ Dad</u>	<u>"N&C don't mix" (45).</u> <u>*Be proactive</u>

See connections w/ children & relationships

1.16

What does Sephy mean when she says, "This is growing up, I guess, isn't it?" (Cooke 46). Identify three things that have taken place since the start of the play to make her say this.

- Idealistic → Realistic

- Beaten up
- Conflict w/ Callum
- Loss of Lynette

1.17

What is known about the Liberation Militia? How could Ryan's and Jude's membership affect Callum?

LM = illegal terrorists group; Goal: unhappy with Crosses
Ex: Car bomb (24)

lie / keep secrets

1.18

What does Sephy mean when she says, "Nothing was a given any more. Not my life. Not theirs. Nothing" (Cooke 50).

* at risk → association (charged as an accomplice)

World is collapsing
* Life is changing

Name: _____

Date: _____

Noughts & Crosses

Act One, Scene 12

Lynette and Callum have the following conversation in Act One, Scene Twelve:

Act One, Scene Twelve

Lynette: "Which means more—being someone or making a difference?"

Callum: "I don't know. Being someone, I guess. Having a large house and money in the bank and not needing to work and being respected wherever I go. When I'm educated and I've got my own business, there won't be a single person in the world who'll be able to look down on me—Nought or Cross."

Lynette: "Being someone, eh? I would've put money on you choosing the other one!"

Callum: "What's the point in making a difference if you've got nothing to show for it personally, if there's not even any money in it?" (Cooke 38).

1. What does it mean to **be someone**?

- How does "being someone" relate to a person's status?
- Can anyone be "someone"?

2. What does it mean to **make a difference**?

- What are some ways you can "make a difference"?
- Can anyone "make a difference"?

Directions: Explain in a one-paragraph (200-300 words) response why Lynette thought Callum would choose to “make a difference,” not be “someone.” Use all that you know about Callum to frame your response and use at least two specific examples from the text as supporting evidence.

Name: _____

Date: _____

Noughts & Crosses

Act One, Scenes 19-21

1.19

characterization of Ryan

Ryan McGregor: "My ineffectual days are over" (Cooke 46). (Lynette's death)

Ryan McGregor: "I forbid you to go there (Dundale shopping centre) today" (Cooke 52).
- Callum

What could these two statements suggest will happen next in the play?

- Take action → something happen at shopping centre

1.20

Can the main event of scene 20 be justified, ever? - bombing by LM (violence)

Yes

- "war time"
- situation
- life for a life

NO

- innocent lives

1.21

What are the consequences of the events in scene 20?

- To the public:
 - 7 deaths
 - many wounded
- To Sephy's family:
 - Sephy & Jasmine @ the shopping centre
 - Kamel - Deputy PM - "law" → seek "justice" for event
- To Callum's family:
 - Jude & Ryan at risk - members of LM
 - Meggie kicks out Jude & Ryan

How does Ryan justify the actions of the Liberation Militia (LM)? List three quotes:

Jude: 1. "They were supposed to give a warning" (Cooke 56).

2. "We're in a state of war, Meggie, and it wasn't the noughts who started it" (Cooke 58).

3. "Sometimes the ends have to justify the means. Collateral damage" (Cooke 58).

4. "I want something better for our sons" (Cooke 59).