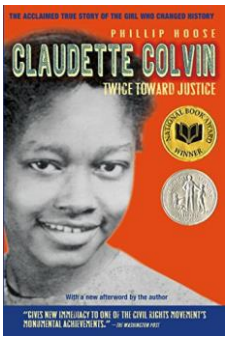
Claudette Colvin: Twice Toward Justice

Independent Study Lesson Plan



ISBN-10	312661053
ISBN-13	978-0312661052
Author	Hoose, Phillip
Publisher	Square Fish
Copyright	2010
Lexile	1000L
Genre	Children's Literature
Synopsis	On March 2, 1955, an impassioned teenager, fed up with the daily injustices of Jim Crow segregation, refused to give her seat to a white woman on a segregated bus in Montgomery, Alabama. Though shunned by her classmates and dismissed by community leaders, a year later, Claudette Colvin dared to challenge segregation again as a key plaintiff in Browder v. Gayle, the landmark case that struck down the segregation laws of Montgomery.
Themes	Civil Rights
Protagonist	African-American Female
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.
More Information	www.scu.edu/character

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Character Based Literacy Program
Independent Study Lesson Plan
Claudette Colvin: Twice Toward Justice, Week 1

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is structural violence?

What is Polio and what is the world doing about it?

Why was Brown v. Board of Education important in the desegregation and integration of high schools?

What were "Jim Crow Laws" and the origins of this name?

Who founded the National Association for the Advancement of Colored People (NAACP) and why?

Word Wall Here are vocabulary words to add to the Word Wall.

opportunities (4)	transfer (5)	traditions (5)	jostled (5)	infuriating (6)
dominate (12)	memorized (14)	reputation (15)	shriveled (19)	paralyzed (19)
determined (21)	texture (22)	arrested (23)	convinced (23)	accused (23)
aisle (32)	hollered (33)	ordered (34)	profane (35)	direction (36)
system (40)	influential (40)	possessed (41)	behalf (41)	plead (43)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read p. 3-50

RESPOND

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Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Leadership Poster

Throughout the readings, reflect on the characters' leadership by creating a T Chart.

- Label one column "Examples of Good Leadership" and the other side "Examples of Poor Leadership".
- Through the readings, reflect on the characters' leadership and bullet point examples of characters demonstrating good leadership or poor leadership.

Leadership Poster Extension

- During this unit, follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Periodically input a headline/article of a "Examples of Good Leadership" and "Examples of Poor Leadership" in their local community and in the world on the document.
- For all of the items in the "Examples of Good Leadership" column, write one thing you can do to take action and support the individuals, groups, or organizations that are acting to promote the common good.
- For all of the items in the "Examples of Poor Leadership" column, write an idea on how the leader can be more engaged.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Choose one item to take action on.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait: Create an Open Mind Portrait of Claudette Colvin

Materials:

- Large piece of stiff paper for each character, like 11x17 oak tag
- Paper for bubbles with scissors and glue sticks
- Markers, crayons, pens, pencils, or paint
- Construction or tissue paper, scissors and glue sticks if desired

Step One: create a large head shot of the character.

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.

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2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait.

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to herself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character.

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Variations of this Open Mind Portrait

1. You can use this process for any character in the story
2. You can use bubbles for what the character says, says to herself, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
8. You could make an Open Mind Portrait of yourself using any of the above variations.

Variations for Writing

1. You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

Bookmark: Vision-Plan

Materials:

- Pieces of stiff paper [like oak tag] 3-5 inches wide and 5-10 inches long
- Some combination of pencil, pen, crayon, or marker

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- Construction paper, scissors and glue sticks if desired

Step One: Create a vision of your life 10 years from now.

1. Imagine what you would like your life to be like 10 years from today. Where (or in what kind of housing) will you be living? Where will you be working? What will you be doing? How will you be getting around? What relationships will you be in? What will you be doing in your non-work hours?
2. On the top third of one side of the bookmark fill in pictures, words or symbols that represent your vision.

Comment: This is a successful vision. This should be a vision that you, your parents and grandparents, your teachers and people who know you (as well as your friends) would be proud to see you have accomplished.

Warning: If people you know think they will be wealthy as a result of major drug sales, prostitution, gun running or other major crime, they need to know they will probably be dead, disabled or imprisoned within 2 years. This is a 10 year plan, with a vision of people who aren't dead, imprisoned, or disabled from injuries received as a result of criminal behavior.

Step Two: Create a plan to achieve your vision in 10 years: what has to happen?

1. Brainstorm a list of what has to happen between now and 10 years from now to achieve this vision. Compare lists with someone else and select the 10 most important things that have to happen.
2. On the bottom two-thirds of the bookmark, underneath your vision, write 10 important things that have to happen in the next 10 years. This is your plan.

Step Three: Keep track of efforts to achieve your vision by following your plan.

1. Every day, or as often as you like during this unit, consider: what have you done in the last 24 hours to get closer to your vision by following something on your plan?
2. On the back of the bookmark, starting at the top, write the date and what you did in a couple of words. Write in small letters keeping all of one days information in the same row. You want to have room for many entries during this unit.

Variations of this Bookmark

1. In step 3, make 2 columns. In one column keep track of things that get you closer, and in the other column, keep tracks of things that get in the way.
2. Do this bookmark for any novel you read. Do the characters have a vision? Create this vision in the top third and list 10 things to achieve this vision in the lower two thirds. On the back keep track of things do that get them closer to their vision. Or follow variation 1 and make 2 columns. In one column keep track of things that get them closer, and in the other column, keep tracks of things that get in the way.
3. Variation 2 can be done on a much bigger piece of stiff paper – a giant bookmark – and posted on the wall. After each days reading fill in step 3.

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4. Do step 1 the first day, step 2 the second day, and step 3 the third day and every day after that until you finish.

KWL Chart: What You Know, Want to Learn, and Have Learned about the Civil Rights Movement

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.

Variations for Writing

1. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

Newspaper

Use construction paper to create the front page (one side only) of a newspaper. As the main headline for your newspaper, tell the story of Claudette's courageous actions on the bus that led to her arrest. Use markers, colored construction paper, colored pencils, pictures, drawing, graphics, and/or photographs. Be creative by using a variety of media.

- Make up a name for your newspaper.
- Add an appropriate date and editor, your name.
- For each headline, write the beginning of each article (2 sentences).
- Include 1 drawing, cartoon, or picture for each of the 3 articles with appropriate captions.
- Add other parts of a newspaper e.g. an editorial, letters to the editor, weather chart, sports events, cartoons, etc.

Character Profile Chart

Fill out the Character Profile Chart on Claudette Colvin, Rosa Parks, and Dr. Martin Luther King Jr.

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

Discussion

Key Questions, p. 3-10

1. How does Claudette feel around Caucasian people? Why do you think she feels this way?

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2. How has Claudette's mother influence Claudette in her interactions with Caucasian people?
3. In your own words, explain how the Jim Crow laws contributed to keeping African Americans poor and undereducated.
4. Select facts from the text to support that the Jim Crow laws led to further discrimination and public displays of racism towards African Americans.
5. How would you describe the sequence in instances of African Americans standing up to discrimination on the buses?
6. Can you predict the outcome of the U.S. Supreme Court case called Brown v. Board of Education of Topeka?
7. What laws would you change or create to build a more just society?
8. Describe the leadership needed to promote the common good of the *entire* community.
9. Elaborate on the implications of racism and discrimination? What are the consequences racism and discrimination?

Key Questions, p. 11-20

1. In your own words, describe Claudette's childhood and upbringing.
2. Describe Mary Ann and QP Colvin. How are they an example of *leadership requires engagement?*
3. Compare and contrast your childhood with Claudette's. How are you alike? How are you different?
4. Select facts from the text that prove Claudette lived in a close-knit community.
5. Describe what Claudette notices about her new home in King Hill?
6. Describe the sequence of events that led to Delphine's death.
7. How do you think the death of Delphine influenced Claudette and her outlook on life?
8. Explain how racial segregation would affect a child's upbringing and limit opportunities.
9. How do you think racial segregation would impact a generation of children?
10. How would racial segregation impact the society and economy?

Key Questions, p. 21-30

1. Compare and contrast Claudette's high school with your high school.
2. Describe what Claudette notices about how other African American students treated one another.
3. Formulate a theory for why other African American students treated one another poorly?
4. How was Claudette affected by her sister's death?
5. Describe the sequence of events that lead to Jeremiah's court case?
6. How did Claudette and her classmates respond to Jeremiah's trial? How did his trial motivate them to become more aware of local injustices?
7. Why is Claudette infuriated by Jeremiah's court case verdict?
8. Can you predict what will happen during Claudette's sophomore year when her high school becomes integrated?

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9. How do you think Ms. Nesbit and Ms. Lawrence influenced Claudette and help her gain confidence?
10. How are Ms. Nesbit and Ms. Lawrence an example of *leadership requires engagement?*

Key Questions, p. 31-38

1. Describe the sequence of events that lead Claudette to her arrest.
2. What do you think would have happen if Claudette never gave up her seat for the Caucasian women?
3. How do you think Claudette's friends felt when Claudette did not give up her bus seat for the Caucasian women?
4. What do you think you would have done if you were with Claudette that day?
5. What do you think inspired Claudette to make this decision?
6. How do you think Mary Ann felt when she received a call that Claudette was arrested?
7. If you were Claudette's parent would you be proud or upset? Explain.
8. How is Claudette's courageous choice related to the story of Rosa Parks?
9. Can you predict how Claudette's life will change after being arrested?
10. Elaborate on how Claudette must have felt when she returned home from jail.

Key Questions, p. 39-50

1. Explain how Claudette's arrest affected other African American teenagers.
2. In your own words, explain who is Jo Ann Robinson.
3. How is Jo Ann Robinson an example of *Leadership requires engagement.* How does she use her time and talent to promote the common good?
4. Formulate a theory to explain why the mayor of Montgomery refused Jo Ann's demands for equality in the bussing system?
5. How would you adapt the Montgomery bussing system to create equality among the passengers?
6. Describe Claudette's court case. What took place first, second, third, etc.
7. Summarize how her family and members of her community supported Claudette?
8. Describe Claudette's meeting with Rosa Parks.
9. Select facts from the text to support that Claudette is not a criminal.
10. Elaborate on the reason why Claudette was convicted as guilt.

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 9

"The few passengers who defied the drivers usually cooled off at the police station, paid their fines, and tried to put their humiliating experiences behind them. Why fight? The white judges, the intimidating police, the insulting drivers, and the crushing weight of all the years of custom and law were simply overwhelming" (p. 9).

Writing Prompt

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Instances of African Americans standing up to discrimination on these buses usually ended with their arrest and brief imprisonment, followed by a payment of fines and a desire to put the matter behind them. Review today's background information on *Structural Violence.* **In two informative paragraphs explain what structural violence is in your own words and describe how social laws and the legal system supported structural violence against African Americans.**

Key Paragraph, p. 17

"You couldn't try on a hat either, unless you put a stocking on your head. They said our hair was "greasy." They said it in such a degrading way; they never said "please" or asked if we minded" (p. 17).

Writing Prompt

While living in Montgomery, Claudette was held back by many social restrictions, in the shops, at the park, and even at the optometrist**. In an explanatory paragraph, describe the discrimination Claudette and the African American community faced. Provide three examples to support your response.**

Key Paragraph, p. 24

"Jeremiah Reeves's arrest was the turning point of my life. That was when I and a lot of other students really started thinking about prejudice and racism. I was furious when I found out what had happened" (p. 24).

Writing Prompt

Jeremiah Reeves, was arrested and charged with raping six Caucasian women, though innocent, Reeves admitted to guilt, and was sentenced, in a short trial, to death. As Claudette, write a journal entry about Jeremiah's arrest. **In an explanatory paragraph, describe why his arrest is a turning point in your life. Provide three reasons of why this incident affected you so profoundly.**

Key Paragraph, p. 36

"When he went away, I looked around me: three bare walls, a toilet, and a cot. Then I fell down on my knees in the middle of the cell and started crying again. I didn't know if anyone knew where I was or what had happened to me. I had no idea how long I would be there. I cried and I put my hands together and prayed like I had never prayed before" (p. 36).

Writing Prompt

At the time of Claudette's arrest, she didn't know the implications of her actions and decision to stand up against injustice. She didn't know the impact her story would have on her community and the civil rights movement. If you were able to send a motivational and encouraging letter to Claudette while she was in prison, what would you say? Write an encouraging letter to Claudette. Explain how she is an example of a strong leader for the common good. **In an explanatory paragraph, inform Claudette that her courageous decision will help end discrimination and racism in the United States.**

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Key Paragraph, p. 42

"Robinson's letter led only to more polite meetings. The whites offered coffee, nodded, and smiled, but refused to budge an inch when it came to Jim Crow. Still Claudette Colvin's arrest had stripped the veneer of politeness from the talks. She had been wrenched from her seat and dragged off a bus by police in front of shocked witnesses. People were angry" (p. 42).

Writing Prompt

Jo Ann Robinson led campaigns for different rights in the area as a member of the Women's Political Council. Pretend you are a reporter; write an article about Jo Ann Robinson's leadership. **In an explanatory paragraph, describe Jo Ann Robinson's work to end discrimination in Montgomery. Provide at least two examples of how she used her time and talent to promote the common good. Finish the article that praises Jo Ann for her leadership in the civil rights movement.**

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Character Based Literacy Program
Independent Study Lesson Plan
Claudette Colvin: Twice Toward Justice, Week 2

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What was the Civil Rights Movement?

Why was Rosa Parks so influential in the Civil Rights Movement?

Where did Dr. Martin Luther King, Jr. draw his inspiration for his in the Civil Rights Movement?

What was the South African Boycott and how did the Anti-Apartheid movement start?

Who is Phillip Hoose and what other books has he written?

Word Wall Here are vocabulary words to add to the Word Wall.

atmosphere (51)	protest (53)	outcome (54)	appointed (56)	revolution (58)
clenched (82)	scowled (82)	proof (82)	determined (83)	foulness (83)
declared (73)	dedication (74)	network (75)	frugal (77)	relatively (78)
petite (89)	stationed (90)	threaten (91)	spectators (92)	plaintiffs (94)
facilities (103)	guarantee (104)	shunned (105)	indictments (106)	representing (108)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read p. 51-112

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RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Leadership Poster

Throughout the readings, reflect on the characters' leadership by creating a T Chart.

- Label one column "Examples of Good Leadership" and the other side "Examples of Poor Leadership".
- Through the readings, reflect on the characters' leadership and bullet point examples of characters demonstrating good leadership or poor leadership.

Leadership Poster Extension

- During this unit, follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Periodically input a headline/article of a "Examples of Good Leadership" and "Examples of Poor Leadership" in their local community and in the world on the document.
- For all of the items in the "Examples of Good Leadership" column, write one thing you can do to take action and support the individuals, groups, or organizations that are acting to promote the common good.
- For all of the items in the "Examples of Poor Leadership" column, write an idea on how the leader can be more engaged.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Choose one item to take action on.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Advertisement for Future Dream Property

Create an advertisement for a future dream property for Claudette Colvin. Describe the society, environment, and opportunities this future location would include.

Materials:

- Stiff paper 9x12 to 11x17
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Step One: Make a list of the details of the property

1. Read pages that the advertisement will cover.

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2. Make a list of the details in the reading such as whether location, people, opportunities, society free of discrimination etc.

Step Two: Write an ad with a clear illustration

1. Write an appealing ad in 1 or 2 paragraphs detailing all of the information and making it sound like a place that does not suffer from discrimination or injustice.
2. Illustrate the ad with a picture of what the property looks like.

Variations for the Ad

1. Prepare the ad as a magazine ad with an emphasis on visuals.
   Or do it as a billboard, TV ad, radio ad, etc.
2. This process can be used for detailing any solution to a defined problem, and is a great pre-writing activity for a problem-solution essay.

Action Cube

Complete the Action Cube to analyze Rosa Parks's arrest.

Character Profile Chart

Do a character profile chart of Claudette Colvin. List her most prominent character traits and give evidence of those traits from the text.

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

Fill out the Beginning-Middle-End Chart

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end or the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
3. If the events in a column are not in the order they took place, number the items in the column.
4. If you are analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

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Fill out the Plot Profile Chart

1. Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go back the Beginning-Middle-End Chart, this will be easier to do.
2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.
4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

Discussion

Key Questions, 51-62

1. How did Claudette's court case decision impact the African American community?
2. In your own words, describe Virgina Durr and explain how she used her status to support Claudette.
3. How is Virgina Durr an example of *leadership requires engagement?*
4. Claudette's third charge of assaulting an officer was not dropped. Formulate a theory to explain why this charge was not dropped but her other two charges where.
5. What do you think would happen if the court dropped all of Claudette's charges?
6. Elaborate on the reasons why Claudette was not the spokesperson for the official bus boycott?
7. Select facts from the text that prove Claudette inspired the start of the official bus boycott?
8. In your own words, explain why Claudette decided that she did not want to straighten her hair? What did this choice symbolize?
9. How did Claudette's classmates respond to her hairstyle?
10. How are the bus arrests related to the Civil Rights Movement?

Key Questions, p. 63-72

1. Describe sequence of events that led to Rosa Parks arrest.
2. Elaborate on the reasons why Rosa Parks was a good representative for the Civil Rights Movement.
3. In your own words, describe Claudette's pregnancy.
4. How did Claudette's family support her during her pregnancy?
5. Select facts from the text to support that the bus boycott was working.
6. Describe how MLK Jr. supported the bus boycott.
7. How is MLK Jr. an example of *Leadership requires engagement?*
8. How did MLK Jr. and Rosa Parks make their community and national community better because of their actions?
9. Predict how Claudette's life will change once she becomes a mother.
10. What do you think inspired Claudette to return to Montgomery?

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Key Questions, p. 73-88

1. Elaborate on how community involvement was so important for the duration of the bus boycott.
2. What would happen if community members didn't work together to find alternative ways for people to get to work?
3. How did Caucasian families support the bus boycott? Provide an example.
4. How did the bus boycott affect the bus company?
5. Why do you think the bus boycott was so affective? Would it be so affective 50 or 60 years later?
6. In your own words, describe the mayor and law enforcement's response to the boycott?
7. Summarize Fred Gray's initiative to suit the city of Montgomery.
8. Describe the sequence of events that lead Claudette to support Fred Gray in his lawsuit against segregation laws.
9. How is Fred Gray an example of *Leadership requires engagement?* Describe his talents. How is he using his talents to promote the common good in his community?
10. Predict the outcome of Fred Gray's lawsuit.

Key Questions, p. 89-102

1. Formulate a theory to explain why the mayor of Montgomery attacked MLK Jr. with labels of being an "outsider' and 'troublemaker.'
2. Explain how Gray's lawsuit could lead to the end of segregation in Montgomery.
3. Describe the sequence of events of the court case on May 11th.
4. In your own words, how did Claudette participate in Gray's court case? How is this an example of positive civic engagement?
5. Describe the challenges Claudette faced while she was on the stand.
6. How did she overcome these challenges?
7. How do you think Claudette and her family felt after the court case?
8. How did MLK Jr. respond to threats with integrity? (*Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled.)*
9. Predict the outcome of the court case.

Key Questions, p. 103-112

1. In your own words, describe the outcome of the court case?
2. Explain the sequence of events that *finally* led to the desegregation on the bus system.
3. Formulate a theory that explains why the civil rights leaders did not continue to remain in contact with Claudette. How do you think this affected Claudette?
4. How did the public respond to the integration? Select facts from the text to support your response.
5. How would you adapt the desegregation laws for a more peaceful integration?
6. How did Claudette's Supreme Court case ruling later affect a lawsuit against Dr. MLK Jr.?

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7. What do you think would have happened if the mayor of Montgomery was not forced to implement the desegregation ruling?
8. Elaborate on the reasons why Claudette struggled to find a job. Why was she considered a controversial figure during her time?
9. How did Dr. MLK Jr. personally inspire Claudette?
10. Predict how Claudette's involvement in the bus boycott shaped the remaining years of her life.

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 52-53

"About the only person not involved in these discussions was Claudette. 'Nobody ever came to interview me about being the boycott spokesperson', she later said. 'I had no idea adults were talking about me and looking into my life. The only one of those people I talked to was my lawyer, Fred Gray'" (p. 52 -53).

Writing Prompt

Without involving Claudette in this decision-making process, the NAACP decided not to use the boycott on behalf of Claudette. However, they did decide to raise funds for her impending appeal. **Write an informative letter to Claudette to explain why the NAACP decided not to use her story to initiate an official boycott. Provide *at least* two reasons for the NAACP's decision. Conclude the letter by explaining how the NACCP plans to support Claudette's impending appeal.**

Key Paragraph, p. 69

"Toward the end of his address, Dr. King delivered lines for which he would be remembered. 'And we are determined here in Montgomery,' he said, his voice rising in intensity, 'to work and fight until justice runs down like water and righteousness like a might stream'" (p. 69).

Writing Prompt

Dr. Martin Luther King Jr. highlighted the success of the bus boycott in Montgomery through his speeches. In order to create change, it is important to spread awareness and welcome new comers to your cause. Pretend you are Dr. Martin Luther King Jr.'s speechwriter. **Write an informative speech about the bus boycott in Montgomery. Explain how the boycott began and why it's important for every race to be involved. Ensure the speech is motivating and asks listeners to take peaceful action!**

Key Paragraph, p. 81

"Since judges representing the state of Alabama and the city of Montgomery court system were all but certain to be hostile, the lawyers knew that their only chance was to argue their case in a federal court where judges might listen with an open mind to an anti-segregation suit offered by black lawyers" (p. 81).

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Writing Prompt

Fred Gray wanted to take the fight off the streets and into the courthouse. He decided to file a lawsuit against the city of Montgomery's segregation laws, and challenge them as being unconstitutional. However, he needed to argue this case in a federal court to have a fighting chance of winning. **In an informative memo to a federal judge, explain why it is critical that this lawsuit must be heard in a federal court. Include at least two stories that prove the Montgomery mayor and law enforcement officials have responded unjustly to the bus boycott. End your memo requesting his or her support.**

Key Paragraph, p. 91

"Segregationists singled out Reverend Martin Luther King, Jr., branding him a "troublemaker", and "outsider" who came from Atlanta to stir up local blacks. They bombed his house and threatened his life by mail and telephone. He remained outwardly unflappable. According to one magazine account, when someone called in the middle of the night to threaten "that N------- who's running the bus boycott," his wife calmly answered, 'My husband is asleep…He told me to write the name and number of anyone who called to threaten his life so that he could return the call and receive the threat in the morning when he wakes up and is fresh'" (p. 91).

Writing Prompt

In an explanatory paragraph, describe how Dr. Martin Luther King Jr. responded to criticism and threats on his life? Consider the following questions for your response:

- How is this an example of a peaceful leader?
- How do you think his response to violence help deter violence during the Civil Rights Movement?
- Can you predict the outcome of the Civil Rights Movement if Dr. MLK Jr. would have responded with violence?

Key Paragraph, p. 108

"Five weeks later, on December 20 – 381 days after the boycott had started – two federal marshals arrived at the federal courthouse and served written notices on city officials that Montgomery's buses had to be integrated. 'I guess we'll have to abide by it,' Mayor Gayle sighed, 'because it's the law.'" (p. 108).

Writing Prompt

The mayor of Montgomery said that he would not enforce the desegregation ruling until explicitly told to do so. Five weeks later, two federal marshals showed up to present the mayor with written direction to end segregation on busses. Pretend you are Claudette. Write a journal entry describing the day the desegregation ruling was finally enforced. **In an explanatory paragraph, describe what it was like to ride the bus again. How did it feel? How did other people feel riding the bus? What changes still needed to be made to end discrimination and racism? How was the bus integration a positive first start?**

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When and Where

Who

Cause	Action	Effect

Evaluation

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