

Character Based Literacy Program Lesson Plan

Claudette Colvin: Twice Toward Justice, Introduction



Outcomes for the Novel

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit Roadmap

- Unit's big idea or theme = **Leadership requires Engagement.** Post the Leadership definition in your classroom:
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.
- **Ideas to integrate technology into this unit:**
 - **Google Classroom:** Google Classroom is an online platform that can be used to distribute materials, create assignments, stimulate discussions, and support efficient grading.
 - **Voice Thread:** Voice Thread enables students to express their ideas using images and audio to help facilitate critical thinking, reflection, and debates.
 - **Twitter Hashtags:** If your students are already on Twitter, use it as a discussion tool for your classroom!
 - Create a unique classroom hashtag.
 - Post a discussion question and include your classroom hashtag.
 - Ask students to write a short response (140 characters) to your question and include the classroom hashtag in their post.
 - By clicking the hashtag, you will find a discussion thread.

Character Based Literacy Program Lesson Plan

Claudette Colvin: Twice Toward Justice, Day 1



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. 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?

Structural violence refers to systematic ways in which social structures harm or otherwise disadvantage individuals. Structural violence is subtle, often invisible, and often has no one specific person who can (or will) be held responsible (in contrast to *behavioral* violence). Behavioral violence and structural violence can intertwine — some of the easiest examples of structural violence involve police, military, or other state powers committing violent acts; of course one can blame the individual soldier, but the factors that lead to a soldier killing a civilian are far more complex than that explanation would imply. As Dr. Paul Farmer says:

“Structural violence is one way of describing social arrangements that put individuals and populations in harm’s way... The arrangements are structural because they are embedded in the political and economic organization of our social world; they are violent because they cause injury to people ... neither culture nor pure individual will is at fault; rather, historically given (and often

economically driven) processes and forces conspire to constrain individual agency. Structural violence is visited upon all those whose social status denies them access to the fruits of scientific and social progress.”

Source: <http://www.structuralviolence.org/structural-violence/>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

opportunities (4)	transfer (5)	traditions (5)	jostled (5)	infuriating (6)
-------------------	--------------	----------------	-------------	-----------------

READ

3. Review

Review the timeline from the beginning every day.

Look at the cover of the book. Why do you think the author decided to title the novel *Claudette Colvin Twice Toward Justice*? Predict what the story is about.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 1, p. 3-10

Setting	Characters	Pages
General Store	Young Claudette Colvin, Claudette's Mother, White Children, White Mother	3
Author describing the South, and the discrimination faced by African Americans		3-9
March 2nd, 1955 at 3:30 on the bus	Claudette Colvin and her friends	9

RESPOND

5. Timeline

Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to fix *the facts*: who, what, when, where, why.
- Decide on the 3-5 most important events and add these to the timeline.

Students might mention:

- A young Claudette learns of interactions between herself and Caucasians from an experience with her mother.
- Jim Crow law (JCL), i.e. segregation, and its control over the lives of African Americans in the 1940's and 1950's.
- Not only was JCL to separate and segregate African Americans, but also to keep them poor and undereducated.
- The humiliation of public transport, i.e. busses, for African Americans, and lack of alternatives led to further discrimination and public displays of racism towards African Americans.

- Especially the bussing practices/laws in Montgomery, AL, where the first 10 rows of seats were only open to Caucasians, no matter the circumstance, along with forcing African Americans to leave their seats for newly entering Caucasian passengers.
- 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.
- Changes were about to occur, on May 17th, 1954 and the landmark case of *Brown v. Board of Education of Topeka*, the U.S. Supreme Court outlawed racial segregation in public schools, and then Claudette took a fateful bus ride to school that would spark important social change.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Leadership Poster

Collaborate with students to create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- 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.

EXPLORE

7. 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.
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.

8. Discussion

Key Questions

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

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

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.**

11. Close Close by extending today’s lesson to life and the world.

1. What prejudices and biases might you have?
2. What organizations or community groups are working to improve racism in your community?

Character Based Literacy Program Lesson Plan

Claudette Colvin: Twice Toward Justice, Day 2



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. 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 Polio and what is the world doing about it?

Polio is a crippling and potentially fatal infectious disease. There is no cure, but there are safe and effective vaccines. Therefore, the strategy to eradicate polio is based on preventing infection by immunizing every child to stop transmission and ultimately make the world polio free.

In 1988, the World Health Assembly adopted a resolution for the worldwide eradication of polio. It marked the launch of the Global Polio Eradication Initiative (GPEI), spearheaded by national governments, CDC, Rotary International, WHO, and UNICEF, with substantial support from the Bill & Melinda Gates Foundation.

Polio spreads from person to person invading the brain and spinal cord and causing paralysis (inability to move). Because polio has no cure, vaccination is the best way to protect people and is the only way to stop the disease from spreading. The spread of polio has never stopped in Afghanistan and Pakistan.

Source: <http://www.cdc.gov/polio/>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

dominate (12)	memorized (14)	reputation (15)	shriveled (19)	paralyzed (19)
---------------	----------------	-----------------	----------------	----------------

READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read chapter 2, p. 11-20

Setting	Characters	Pages
Claudette describing her early childhood; King Hill neighborhood, Montgomery	Claudette	11 - 15
Mary Ann Colvin inherited a house in King Hill neighborhood, Montgomery.	Claudette, Mary Ann Colvin, QP Colvin, her sister Delphine, their horse Mack.	15 - 18
Claudette and her early schooling and her sisters sickness (polio). At her school, library, King Hill Recreational Center, Home, St Judes Hospital	Claudette, Delphine, Mary Ann Colvin, QP Colvin.	18 - 19

RESPOND

5. Timeline

Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Claudette was born on September 5 1939, to Mary Jane Gadson and C.P. Austin.
- Claudette was sent to live with her great aunt, Mary Ann Colvin, and uncle, Q.P. Colvin, in Montgomery whom she came to call mom and dad. Soon her younger sister also came to live with them.
- Claudette questioned many things about her world, and looked for explanations for racial segregation in her religion, but was unsatisfied with the answers she received.
- At 8 years old, Claudette left the city with her family and headed for a new home in King Hill, known for its depressed and dangerous state, but the family soon found it to be a warm and close-knit community.
- Claudette experienced Montgomery in different ways, finding shops in the African American section of town for shopping and the discrimination she faced while in the Caucasian stores, especially the discrimination at the optometrist, forcing her to return later in the day after the white costumers had come and gone already.
- Claudette's passion for learning and school was helped along by a supportive family, but tragedy soon struck with the sickness of her sister, Delphine in the

summer of 1952. Delphine was taken to St Jude's hospital and put in an iron lung to help her breathe. Claudette never saw her again for fear of infection by her parents. Delphine passed away, and Claudette began to question life, her faith, and everything around her.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Leadership Poster

Through the readings, continue to reflect on the characters' leadership and bullet point examples of characters demonstrating good leadership or poor leadership.

Leadership Poster Extension

- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students 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. Discuss the additions the next day in class.
- For all of the items in the "Examples of Good Leadership" column, have students write one thing they 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, have students 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.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

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
- 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? You can review this in pairs.
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 they 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.
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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.**

11. Close Close by extending today's lesson to life and the world.

1. How do you think you would feel if you were scolded for trying on a hat or shoes at a store?
2. Why is it important to speak to *all* people with respect?

Character Based Literacy Program Lesson Plan

Claudette Colvin: Twice Toward Justice, Day 3



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. 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.

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

The Supreme Court's *Brown* decision was particularly important because it was not based on the gross inequalities in facilities and other tangible factors that characterized previous desegregation cases. In *Brown*, the Court dealt directly with segregation and ruled that even if tangible factors like facilities, teachers and supplies were equal, separation itself was inherently unequal and a violation of the equal protection clause of the 14th amendment. With *Brown*, the Court effectively overturned the infamous 1896 case of *Plessy v. Ferguson* which had permitted racial segregation under the guise of "separate but equal."

The unanimous Court wrote that a quality education was crucial for all children and ruled that it was the state's responsibility to ensure educational equality:

Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

The Court also noted that segregation has a detrimental effect upon children of color and that the impact is more profound when it has the sanction of the law. To reach this conclusion, the Court made the unusual decision to rely on social science more than legal precedent. In its arguments and brief, the NAACP Legal Defense Fund had provided the testimony of more than 30 social scientists affirming the harmful effects of segregation on blacks and whites.

Source: <http://www.civilrights.org/education/brown/>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

determined (21)	texture (22)	arrested (23)	convinced (23)	accused (23)
-----------------	--------------	---------------	----------------	--------------

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read chapter 3, p. 21-30

Setting	Characters	Pages
At school at Booker T. Washington High, Montgomery	Claudette	21-29
1954 Supreme Court, throws out Jeremiahs first trial ruling at Montgomery and Washington D.C.		26

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Claudette attended Booker T. Washington High, one of the two public African American schools.

- Claudette was deeply affected by the death of her sister, and became increasingly sensitive to peer pressure and insults, but especially how other African American students treated one another, she felt it was wrong, and did not understand it.
- One of Claudette's schoolmates, Jeremiah Reeves, was arrested and charged with raping six Caucasian women. Even though he was innocent, Reeves admitted to guilt, and was sentenced, in a short trial, to death. This prompted Claudette, and many students at Washington High to pay attention to injustice and local stories surrounding racism.
- The NAACP took on Jeremiah's case, but was belittled and made to seem ineffective to the jury. In 1954, the Supreme Court threw out the ruling in Jeremiah's case and ordered a retrial, which brought the same verdict, which Claudette found infuriating.
- The Supreme Court ruled for integration of schools in Claudette's sophomore year.
- Through Claudette's education she gained confidence in herself and the history of who she was as an African American, especially through the instrumental teachings of Ms. Nesbit and Ms. Lawrence.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Leadership Poster

Through the readings, continue to reflect on the characters' leadership and bullet point examples of characters demonstrating good leadership or poor leadership.

Leadership Poster Extension

- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students 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. Discuss the additions the next day in class.
- For all of the items in the "Examples of Good Leadership" column, have students write one thing they 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, have students 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.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

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.
4. You can do this individually, in pairs, in a small group, or as part of a large group.

Variations for Writing

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

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?
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*?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 24

"Jeremiah Reeve'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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.**

11. Close Close by extending today's lesson to life and the world.

1. Who has been an influential figure in your life? Explain.
2. Who do you think admires you? How can you positively influence this person?

Character Based Literacy Program Lesson Plan

Claudette Colvin: Twice Toward Justice, Day 4



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. 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 were “Jim Crow Laws” and the origins of this name?

Jim Crow Laws were statutes and ordinances established between 1874 and 1975 to separate the white and black races in the American South. In theory, it was to create "separate but equal" treatment, but in practice Jim Crow Laws condemned black citizens to inferior treatment and facilities. Education was segregated as were public facilities such as hotels and restaurants under Jim Crow Laws. In fact, the United States military was segregated until after World War II, when it was integrated by President Harry S. Truman.

The term "Jim Crow" originally referred to a black character in an old song, and was the name of a popular dance in the 1820s. Around 1828, Thomas "Daddy" Rice developed a routine in which he blacked his face, dressed in old clothes, and sang and danced in imitation of an old and decrepit black man. Rice published the words to the song, "Jump, Jim Crow," in 1830.

Source: <http://www.u-s-history.com/pages/h1559.html>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

aisle (32)	hollered (33)	ordered (34)	profane (35)	direction (36)
------------	---------------	--------------	--------------	----------------

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read chapter 4, p. 31-38

Setting	Characters	Pages
Leaving school, on the bus at Booker T. Washington High, Montgomery	Claudette and her classmates	31
Claudette narration		34-37
In car to jail to bail out Claudette and returning back to King Hill	Claudette, Mary Ann Colvin, and their Pastor	36 – 37

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Claudette and her classmates are leaving school on the bus; as the bus fills up with more people, she realizes that a Caucasian woman standing in the aisle expects Claudette and her friends to vacate their seats for her.
- Claudette's friends move from their seats when prompted by the bus driver, but Claudette does not, as there are three open seats. The Caucasian woman would not sit down, as symbolically African Americans couldn't be seen as equal with Caucasians. A verbal confrontation with the bus driver and other Caucasian riders follows as they yell at Claudette.
- Policemen were called onto the bus, and told Claudette to get up; she refused and was physically removed from the bus, taken to the police station, booked, and driven to jail.
- Claudette's schoolmates let Mary Ann Colvin know of Claudette's arrest. Mary Ann Colvin called their pastor and together they drove to the jail to get Claudette released.
- When Claudette got back to King Hill with Mary Ann Colvin, her neighbors, who are worried and glad to see her, greet Claudette. Claudette realizes that she is proud of what she did and stood up for.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Leadership Poster

Through the readings, continue to reflect on the characters' leadership and bullet point examples of characters demonstrating good leadership or poor leadership.

Leadership Poster Extension

- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students 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. Discuss the additions the next day in class.
- For all of the items in the "Examples of Good Leadership" column, have students write one thing they 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, have students 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.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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.

9. Analyze

Analyze the key paragraph.

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).

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

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.**

11. Close

Close by extending today's lesson to life and the world.

1. Describe a time in your life where you stood up against injustice.
2. How did this make you feel? Who could you depend on for support?

Character Based Literacy Program Lesson Plan

Claudette Colvin: Twice Toward Justice, Day 5



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. 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.

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

The NAACP was formed partly in response to the continuing horrific practice of lynching and the 1908 race riot in Springfield, the capital of Illinois and resting place of President Abraham Lincoln. Appalled at the violence that was committed against blacks, a group of white liberals that included Mary White Ovington and Oswald Garrison Villard, both the descendants of abolitionists, William English Walling and Dr. Henry Moscowitz issued a call for a meeting to discuss racial justice. Some 60 people, seven of whom were African American (including W. E. B. Du Bois, Ida B. Wells-Barnett and Mary Church Terrell), signed the call, which was released on the centennial of Lincoln's birth.

Source: <http://www.naACP.org/pages/naACP-history>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

system (40)	influential (40)	possessed (41)	behalf (41)	plead (43)
-------------	------------------	----------------	-------------	------------

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read chapter 5, p. 39-50

Setting	Characters	Pages
Montgomery and surrounding areas	Jo Ann Robinson, Professor of English at Alabama State University	39 - 43
Various locations, King Hill, Montgomery police station	Claudette narration, with Ed Nixon, other black community leaders and MLK Jr.	43 - 44
Church in King Hill	Claudette meets Rosa Parks	45 - 46
Various locations, King Hill, Montgomery	Claudette's Lawyer, Fred Gray	46 - 47
March 18 th 1955 at the juvenile courthouse in Montgomery	Claudette, her family, Fred Gray, Civil Rights Leaders	47 - 49

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Jo Ann Robinson remembers how every African American youngster knew of what Claudette had stood up for on the bus. Jo Ann Robinson had also experienced racism on the Montgomery bus system.
- Jo Ann Robinson led campaigns for different rights in the area as a member of the Women's Political Council, and interviewed African American community members about their experiences.
- Jo Ann Robinson decided to press political means, and wrote a letter to the mayor of Montgomery for several demands for equality in the bussing system, and mentioned the threat of a bus boycott. Caucasian officials refused to change anything.
- Ed Nixon takes on Claudette's case, and calls a meeting with African American community leaders, police officials, Montgomery bus officials, and notably a new pastor, Martin Luther King Jr.
- Claudette met with Rosa Parks before a youth NAACP meeting at her church.
- Claudette's lawyer for her impending case was Fred Gray. Gray hoped to show how unconstitutional the segregation laws in Montgomery/Alabama were with Claudette's case. He warned Claudette and her family just how dangerous going into public court could be; they decided to follow through and persevere.
- Claudette's hearing was on March 18th 1955, and was attended by many important civil rights leaders from the area. The patrolman told a story of her "fighting" their gentle demands and being non-compliant to their orders, while

students called to the stand told of them being forceful and extremely violent to such a young girl. Gray used these laws of examples of unconstitutional segregation in Montgomery and Alabama.

- The judge declared that Claudette was guilty on all counts, to which Claudette broke down in tears, realizing she was now considered a criminal. She was put on probation and released to her parents.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Leadership Poster

Through the readings, continue to reflect on the characters' leadership and bullet point examples of characters demonstrating good leadership or poor leadership.

Leadership Poster Extension

- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students 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. Discuss the additions the next day in class.
- For all of the items in the "Examples of Good Leadership" column, have students write one thing they 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, have students 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.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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.

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.**

11. Close Close by extending today's lesson to life and the world.

1. What could you do to support the common good in your community?
2. What talents can you contribute to a cause or to help community members?

Character Based Literacy Program Lesson Plan

Claudette Colvin: Twice Toward Justice, Day 6



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. 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?

Because large segments of the populace—particularly African-Americans, women, and men without property—have not always been accorded full citizenship rights in the American Republic, civil rights movements, or “freedom struggles,” have been a frequent feature of the nation’s history. In particular, movements to obtain civil rights for black Americans have had special historical significance. Such movements have not only secured citizenship rights for blacks but have also redefined prevailing conceptions of the nature of civil rights and the role of government in protecting these rights. The most important achievements of African-American civil rights movements have been the post-Civil War constitutional amendments that abolished slavery and established the citizenship status of blacks and the judicial decisions and legislation based on these amendments, notably the Supreme Court’s *Brown v. Board of Education of Topeka* decision of 1954, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.

Moreover, these legal changes greatly affected the opportunities available to women, nonblack minorities, disabled individuals, and other victims of discrimination.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

atmosphere (51)	protest (53)	outcome (54)	appointed (56)	revolution (58)
-----------------	--------------	--------------	----------------	-----------------

READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read chapter 6, p. 51-62

Setting	Characters	Pages
The morning after the court case ruling at various locations around Montgomery.	Claudette, Jo Ann Robinson	51 - 53
May 6 1955 at the Court of Appeals	Claudette and F. Gray	54
Claudette decided to not get her hair straightened at King Hill, in her home	Claudette	54 - 55
On the bus at Montgomery	Mary Louise Smith	58

RESPOND

5. Timeline

Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Jo Ann Robinson said that the morning after the case the African American community in the area was near a breaking point. Some refused to ride the busses, though an official boycott had yet to be called. The Woman Political Council wanted to make sure the whole community would support the action they took; some people thought she was too young to be the spokesperson for such a revolution.
- The NAACP decided not to use the boycott on behalf of Claudette, but did raise funds for her impending appeal. Virginia Durr, a wealthy and influential Caucasian, also tried to raise funds through college professors and students. She also asked them to write encouraging letters to Claudette to support her in her time of need.
- On May 6, 1955, Claudette and Gray appeared in front of the court of appeals. Two of the three charges were dropped against Claudette, the charges of disturbing the peace and breaking segregation law, but the third of assaulting an officer was kept. This dashed hopes of the NAACP and other activists to use this case to question the constitutionality of the segregation laws.
- Claudette decided that she didn't want to straighten her hair, that all it meant was that she was trying to conform to being something she wasn't. Her teachers and

classmates questioned her and didn't understand why she was keeping her hair the way it was.

- Another young girl refused to move from a seat on a bus in October 1955, and the same scenario played out as it had with Claudette, although this time the NAACP and other African leaders could not address the situation fast enough to utilize it for action. The bus system was looking like the place to strike for the civil rights movement.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Leadership Poster

Through the readings, continue to reflect on the characters' leadership and bullet point examples of characters demonstrating good leadership or poor leadership.

Leadership Poster Extension

- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students 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. Discuss the additions the next day in class.
- For all of the items in the "Examples of Good Leadership" column, have students write one thing they 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, have students 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.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. 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.
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.

8. Discussion Ask discussion questions of all 9 types.**Key Questions**

1. How did Claudette's court case decision impact the African American community?
2. In your own words, describe Virginia Durr and explain how she used her status to support Claudette.
3. How is Virginia 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 were.
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?

9. Analyze Analyze the key paragraph.**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).

EXTEND**10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

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 NAACP plans to support Claudette's impending appeal.**

11. Close Close by extending today's lesson to life and the world.

1. Describe a time when you were going through a tough time. What did your family and friends do to support you?
2. Think about a family member or friend that could use your support. How can you support this person?

Character Based Literacy Program Lesson Plan

Claudette Colvin: Twice Toward Justice, Day 7



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. 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.

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

By refusing to give up her seat to a white man on a Montgomery, Alabama, city bus in 1955, black seamstress Rosa Parks (1913—2005) helped initiate the civil rights movement in the United States. The leaders of the local black community organized a bus boycott that began the day Parks was convicted of violating the segregation laws. Led by a young Rev. Dr. Martin Luther King Jr., the boycott lasted more than a year—during which Parks not coincidentally lost her job—and ended only when the U.S. Supreme Court ruled that bus segregation was unconstitutional. Over the next half-century, Parks became a nationally recognized symbol of dignity and strength in the struggle to end entrenched racial segregation.

Source and 2 Minute Video: <http://www.history.com/topics/black-history/rosa-parks>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

clenched (82)	scowled (82)	proof (82)	determined (83)	foulness (83)
---------------	--------------	------------	-----------------	---------------

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read chapter 7, p. 63-72

Setting	Characters	Pages
Jo Ann Robinson, printing and distributing flyers for Civil Rights action at various stops around Montgomery, and University of Alabama	Jo Ann Robinson	63 - 64
Rosa Parks, arrested on a bus in Montgomery	Rosa Parks	64
Claudette had become pregnant and was dealing with not knowing much about sex or having any sexual education	Claudette	65 - 67
MLK Jr. inspecting the success of the Boycott, and giving a speech at various locations around Montgomery	MLK Jr.	67 – 69
Claudette's birth mothers home setting in various Montgomery locations and Birmingham	Claudette, her mother, and Velma	69 - 71

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Jo Ann Robinson and several student assistants printed out many pamphlets to be distributed around the city and area. The day before Rosa Parks had refused to give up her seat, and was subsequently arrested. She was taken to jail, processed, and soon taken home by activists. Gray also agreed to be her lawyer in her impending trial.
- The NAACP and other Civil Rights leaders had decided the time was right, and that Rosa Parks was a good representative that could bring the community together to stand up against injustices done unto them.
- Claudette had become pregnant, she didn't know how to deal with this, and went to her mother and father for help. An abortion and being with the father were out of the question. They developed a plan that she would leave to stay with her birth mother to have the baby. Her high school didn't let pregnant girls come to school, so when Claudette began to show, the school kicked her out and told her not to come back.

- MLK Jr. woke up on the morning of the boycott of busses to go and inspect how well the boycott was going. It seemed that almost every person had participated; the busses were empty. He later met with other activists and gave a speech on the situation that was ongoing in Montgomery.
- Claudette didn't feel like attending any more gatherings while pregnant. Her mother took her and Velma to Birmingham for Christmas. The time Claudette spent away from her mother and the situation in Montgomery gave her time to think and reflect. Within two weeks she realized she had to return.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Leadership Poster

Through the readings, continue to reflect on the characters' leadership and bullet point examples of characters demonstrating good leadership or poor leadership.

Leadership Poster Extension

- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students 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. Discuss the additions the next day in class.
- For all of the items in the "Examples of Good Leadership" column, have students write one thing they 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, have students 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.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

Action Cube

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

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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!**

11. Close Close by extending today's lesson to life and the world.

1. Who inspires you to promote justice?
2. How does Dr. Martin Luther King Jr. inspire you?

When and Where			
Who			
Cause	Action	Effect	
Evaluation			

Character Based Literacy Program Lesson Plan

Claudette Colvin: Twice Toward Justice, Day 8



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. 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.

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

Drawing inspiration from both his Christian faith and the peaceful teachings of Mahatma Gandhi, Dr. King led a nonviolent movement in the late 1950's and 60's to achieve equality for African Americans in the United States. While others were advocating for freedom by "any means necessary," including violence, Martin Luther King, Jr. used the power of words and acts of nonviolent resistance such as protests, grassroots organizing, and civil disobedience to achieve seemingly impossible goals. He went on to lead similar campaigns against poverty and international conflict, always maintaining fidelity to his principles that men and women everywhere, regardless of color or creed, are equal members of the human family.

Source: <http://www.thekingcenter.org/about-dr-king>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

declared (73)	dedication (74)	network (75)	frugal (77)	relatively (78)
---------------	-----------------	--------------	-------------	-----------------

READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read chapter 8, p. 73-88

Setting	Characters	Pages
New Year, 1956 in Montgomery	Civil Rights Activist and Local Leaders	73- 77
Kings Hill in Montgomery	Claudette, at home with her family	77 – 79
1956 in Montgomery	Civil Rights Activist and Local Leaders	79 – 81
Fred Gray, decided it was time to challenge Montgomery and Alabama segregation law	Fred Gray	81 – 83
Claudette's home in King Hill, Montgomery.	Claudette, with Fred Gray	83 - 85

RESPOND

5. Timeline

Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Civil rights activists and local leaders continued asking the city government for the same proposed changes that Jo Ann Robinson had asked for years earlier. Officials refused and so the boycott continued. Activists devised elaborate systems to make sure people could get to and from work and other places, based on volunteers and community involvement.
- Claudette remembers how her father bought her mother a car to make sure she could participate in the boycott and still get to work. Her employers, a Caucasian family with moderate means, were sympathetic to the boycott and their cause. They would often give Claudette's mother a ride home when she needed one. The bus boycott was working, with the bus company losing money each day; they had to lay off some of their workers and reduce coverage. The mayor of Montgomery told police to stop any African Americans driving in groups. MLK Jr. was jailed for going 30 mph in a 25 mph zone just days after his house was hit by a small explosive. Other attacks followed on prominent African American leaders.
- Fred Gray wanted to take the fight off the streets and into the courthouse. He, with support from the NAACP and African American leaders, decided to file a suit against the city of Montgomery's segregation laws, and challenge them as being unconstitutional. He also needed to find people to represent the hardships faced by African American passengers on busses.

- Claudette was approached by Fred Gray to take part in the upcoming lawsuit against segregation laws. Claudette was apprehensive, and discussed the possibilities with her family, but said ‘Yes’. Her mother and former teachers encouraged her to do her best in court. Soon her baby, Raymond, was born, but she had committed to this trial, and so kept preparing.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Leadership Poster

Through the readings, continue to reflect on the characters’ leadership and bullet point examples of characters demonstrating good leadership or poor leadership.

Leadership Poster Extension

- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students 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. Discuss the additions the next day in class.
- For all of the items in the “Examples of Good Leadership” column, have students write one thing they 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, have students 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.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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.

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.**

11. Close Close by extending today's lesson to life and the world.

1. What boycotts are taking place today?
2. How can you participate in a boycott that you support?

Character Based Literacy Program Lesson Plan

Claudette Colvin: Twice Toward Justice, Day 9



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. 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 South African Boycott and how did the Anti-Apartheid movement start?

Nearly fifty years ago, on June 26th, 1959, a group of South African exiles and their British supporters met in London's Holborn Hall to call for a boycott of fruit, cigarettes and other goods imported from South Africa. The boycott got off to a slow start, but by the following March shopkeepers were being asked to stop selling South African products, the TUC, Labour, Liberal and Communist parties were backing the campaign, and twenty-two local authorities had banned South African fruit from their schools and canteens. On March 9th, 1960, Labour Party leader Hugh Gaitskell went on television to ask viewers not to buy South African goods.

Ever since the victory of the National Party in South Africa's 1948 general election, people across the British political spectrum had watched with alarm the introduction of legislation segregating whites, Africans, Coloreds (people of mixed race) and Indians in South Africa. Trevor Huddleston's elegy for Sophiatown, *Naught for Your Comfort*, sold

over 100,000 copies. From 1955 Labour Party conferences passed resolutions questioning South Africa's fitness to be a member of the Commonwealth. In a move which prefigured later campaigns to ban segregated South African teams from world sport, South Wales miners protested at the presence of the all-white South Africans at the 1958 Cardiff Commonwealth Games.

Source: <http://www.sahistory.org.za/archive/when-boycott-began-bite#sthash.PBjjGEz8.xxcGGy0S.dpuf>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

petite (89)	stationed (90)	threaten (91)	spectators (92)	plaintiffs (94)
-------------	----------------	---------------	-----------------	-----------------

READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read chapter 9, p. 89-102

Setting	Characters	Pages
Claudette on the day of the federal hearing, at home, May 11, 1956	Claudette	89
Claudette arrives at the courthouse in Montgomery	Claudette	90
At rally for segregation in Montgomery	Local Government and Businesspeople	91
Local Civil Rights Leaders, indicted by a court in Montgomery	Local Civil Rights Leaders	92
In the courtroom in Montgomery	Claudette, Fred Gray, and Local Civil Rights Leaders	94
Claudette back at home with her mother and neighbors	Claudette and her mother	100 - 101

RESPOND

5. Timeline

Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The mayor of Montgomery, other local politicians, and business people met at a rally to continue segregation and gain local support. They also blamed all of this on an 'outsider' and 'troublemaker', MLK Jr.
- On February 21, a grand jury indicted many civil rights leaders in Montgomery. These leaders took this indictment as a chance to be represented in the civil rights movement. The case that Gray had filed was the real reason to be happy: finally there would be a challenge to segregation in Montgomery. On May 11 these leaders showed up to support the case.

- Claudette and the other plaintiff team settled into the courtroom; soon the judges arrived. Gray presented several witnesses to tell their stories of discrimination and segregation on the bus. They were also questioned by the attorney from the city, who tried to make them say that MLK Jr. had forced them to say things and had not let them come to their own decisions.
- Claudette then took the stand. Gray asked her about her experiences on the bus. Then the defending attorney asked her questions, and tried to confuse her into admitting different aspects of the civil rights movement in Montgomery. She was able to keep her focus and stump the attorney.
- Claudette went home after the trial and was congratulated by her mother and neighbors for doing such a good job on the witness stand. She knew the rest of the case was up to the judges to decide.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Leadership Poster

Through the readings, continue to reflect on the characters' leadership and bullet point examples of characters demonstrating good leadership or poor leadership.

Leadership Poster Extension

- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students 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. Discuss the additions the next day in class.
- For all of the items in the "Examples of Good Leadership" column, have students write one thing they 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, have students 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.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

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 of 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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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.

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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?

11. Close Close by extending today's lesson to life and the world.

1. What would you have done if you were Dr. MLK Jr. and people were threatening your life?
2. How do you think Dr. MLK Jr. felt? How did he live a life of leadership?

Character Based Literacy Program Lesson Plan

Claudette Colvin: Twice Toward Justice, Day 10



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. 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.

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

Phillip Hoose is an award-winning author of books, essays, stories, songs and articles. Although he first wrote for adults, he turned his attention to children and young adults in part to keep up with his own daughters. His book *Claudette Colvin* won a National Book Award and was dubbed a *Publisher's Weekly* Best Book of 2009. He is also the author of *Hey, Little Ant*, co-authored by his daughter, Hannah, *It's Our World, Too!*, *The Race to Save the Lord God Bird*, and *We Were There, Too!*, a National Book Award finalist. He has received a Jane Addams Children's Book Award, a Christopher Award, and a Boston Globe-Horn Book Award, among numerous honors. He was born in South Bend, Indiana, and grew up in the towns of South Bend, Angola, and Speedway, Indiana. He was educated at Indiana University and the Yale School of Forestry. He lives in Portland, Maine.

Source: <http://us.macmillan.com/author/philliphoose>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

facilities (103)	guarantee (104)	shunned (105)	indictments (106)	representing (108)
------------------	-----------------	---------------	-------------------	--------------------

READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read chapter 10, p. 103-112

Setting	Characters	Pages
The three Judges, in their chambers, after the trial day in Montgomery	The three Judges	103
Claudette, with her baby, in her home in King Hill	Claudette, with her baby	104 – 106
Summer of 1956 in Montgomery, various locations	Civil Rights Leaders and various other people	106 – 110
Setting in various locations and gathering in Montgomery	Claudette and MLK Jr.	110 – 111

RESPOND

5. Timeline

Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The three judges, Johnson, Rives, and Lynne, met in the judges chambers to discuss the trial. Johnson and Rives both felt segregation was a violation of the constitution. Lynne felt that precedence had already been set with a previous case, and it was their duty to follow that logic. Johnson and Rives were not swayed, so the ruling was in favor of the desegregation of the busses. Montgomery's mayor said that the city would apply for an appeal.
- Claudette heard of the ruling on the news. She was not in contact with any of the leaders from the Civil Rights movement. She considered that they most likely hadn't kept in contact because she had several 'Strikes' against her socially. She still felt pride in how she had handled the situation, and that she was a part of the Civil Rights Movement in Montgomery.
- In the summer of 1956 the city of Montgomery decided they needed to go after MLK Jr., and make an example of him. They charged him with initiating the boycott, and he was found guilty. In the middle of the proceedings, it was presented that the Supreme Court had ruled on Claudette's case. They had ruled to uphold the unconstitutional ruling.
- 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.
- Montgomery had turned into a place of violence and threats. After integration, there still stood prejudice. African Americans were beaten up by unruly mobs,

and others were attacked with weapons. There were also attacks on the homes of many prominent Civil Rights leaders, and many others stood watch outside of their homes, to protect their families.

- Claudette was having a hard time finding work; she was always recognized as the girl who wouldn't give up her seat. She was invited to a small gathering of Civil Rights leaders. She had a short conversation with Dr. MLK Jr. He told her 'You're a brave young lady', and that helped Claudette in her situation to keep trying and moving forward.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

Leadership Poster

Finish your leadership poster.

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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.?
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.

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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?**

11. Close Close by extending today's lesson to life and the world.

1. What laws would you like to create or change to develop a more just world?
2. What can you do to help create this change? What would Claudette do?