



We the People Programs
Lesson Plan
Claudette Colvin: Twice Toward Justice

Phillip Hoose
We the People: the Citizen and the Constitution,
Foundations of Democracy
Middle School

Lesson Purpose: Students will understand the impact average individuals can have on important public policy issues in the United States.

Expectations / Goals

- Students will explain the reasons for the civil rights movement in the United States.
- Students will realize the significance of the Montgomery Bus Boycott on the civil rights movement in the United States.
- Students will be aware of the responsibility individuals have in society.
- Students will research and identify individuals who had an impact on the Montgomery Bus Boycott and the civil rights movement in the United States.
- Students will examine public policy changes that are a result of the Montgomery Bus Boycott and the civil rights movement in the United States.
- Students will be able to take and defend a position on the civil rights of individuals today.

Book Summary

Presents an account of fifteen-year-old Claudette Colvin, an African-American girl who refused to give up her seat to a white woman on a segregated bus in Montgomery, Alabama, nine months before Rosa Parks, and covers her role in a crucial civil rights case.

Essential Questions

- What was the cause of the Montgomery Bus Boycott and what effect did it have on the civil rights movement in the United States?
- What role can individuals have in changing public policy in the United States?

Before the Lesson

- Teachers Note: Before the lesson the teacher should read ***Claudette Colvin: Twice Toward Justice*** to:
 - ✓ Become familiar with the text.
 - ✓ Choose vocabulary words to be examined.
 - ✓ Identify what chapters are critical to the goals and objectives of the lesson.
 - ✓ Determine background knowledge required to fully understand the story.
- Contact your school librarian or visit your public library to borrow multiple copies of ***Claudette Colvin: Twice Toward Justice*** by Phillip Hoose. Your school or public librarian can obtain copies through interlibrary loan.
- Use a graphic organizer such as a KWL chart to determine student knowledge of the civil rights movement and the Montgomery Bus Boycott. This tool can also be used to assess what students would like to learn about the topic.

Activities: Teachers can choose to do all or some of the following activities.

Reading:

- Throughout the lesson students will read the text, examine illustrations, and participate in student facilitated small group activities and teacher facilitated classroom discussions that focus on the main character, the events surrounding the Montgomery Bus Boycott, and public policy changes that happened as a result.
- Three Levels of Questioning will be used as a strategy to support comprehension, as a tool for classroom discussion, small group activities, and formal and informal evaluation. (See the Center for Civic Education Literacy Links, Literacy Strategies website for information on Three Levels of Questioning) http://literacylinks.civiced.org/search_results.php?material=strategy
- Have students look at the chapter titles in the book. Each title provides a clue to what the chapter is about. Following the reading of each chapter have students discuss why they think the author chose the particular chapter title. Example: Chapter 3 is called ‘We Seemed to Hate Ourselves’. How does the chapter title relate to the events happening in Claudette’s life?
- Provide students with note cards or post-it-notes to write down quotes from the text they find important or interesting in light of events in the book. These quotes can be used to stimulate discussion or as part of a writing activity. Have students include the page number where the quote is found.
- Possible discussion questions might include:
 1. What does Jim Crow mean and what did it represent to Claudette Colvin.
 2. How was Claudette’s description of her arrest different from the police record on page 33?
 3. Why did Claudette’s school friends and neighbors treat her differently after her arrest?
 4. Why did the Black leaders in Montgomery “turn away from Claudette Colvin” to lead the bus boycott?
 5. How do you think Claudette felt when she heard the news about Rosa Parks’ arrest?
 6. What is Browder vs. Gayle and how is it relevant to the bus boycott and the civil rights movement?
- Once the students have read the text and participated in discussions have each student create a timeline of key events in Claudette Colvin’s life.

Social Studies

- ***We the People: the Citizen and the Constitution*** Level 2 Text, Unit 5, Lessons 26 and 27.
 1. Begin by reading the Lesson Purpose and then discussing the Terms to Understand. Students should be able to make connections between the Terms to Remember and the text of *Claudette Colvin: Twice Toward Justice*.
 2. Complete the Ideas for Discussion “Are these situations unfair treatment by government?”
 3. As a class read Chapter 26 asking students to note connections between what they are learning from the textbook and what they have learned from reading *Claudette Colvin: Twice Toward Justice*.
 4. Read and discuss the Lesson Review on page 232 continuing to make connections between the textbook and *Claudette Colvin: Twice Toward Justice*.
 5. Begin reading Lesson 27 and continue to make connections between what is learned in the textbook and reading *Claudette Colvin: Twice Toward Justice*. Discuss whether Claudette Colvin received due process and if there was a relationship between the rights of the individuals in Montgomery, Alabama and conflicts within the community.
- **Foundations of Democracy**
 1. Authority (The following are suggested questions but discussion should not be limited to only these.)
 - What individuals or groups in *Claudette Colvin: Twice Toward Justice* used authority?

- What individuals or groups used authority and where did they get their authority?
 - What individuals or groups used power without authority?
 - Claudette Colvin made a decision not to give up her seat on the bus. What were the costs and benefits of her decision?
2. Responsibility (The following are suggested questions but discussion should not be limited to only these.)
 - What individuals or groups in *Claudette Colvin: Twice Toward Justice* had responsibility? Make a list of the individuals or groups who had responsibility and to whom they owed their responsibility.
 - Did some of the individuals or groups have competing responsibilities? What were the competing responsibilities?
 3. Justice (The following are suggested questions but discussion should not be limited to only these.)
 - Do you think that Claudette Colvin was treated fairly by individuals or groups in *Claudette Colvin: Twice Toward Justice*?
 - Think about problems of “Distributive Justice”, problems of “Corrective Justice”, and problems of “Procedural Justice”. Discuss how each of these problems of justice are demonstrated in *Claudette Colvin: Twice Toward Justice*.”.
 4. Privacy
 - Do you think that issues related to privacy are addressed in *Claudette Colvin: Twice Toward Justice*? Explain your answer.

Research

- There were many individuals that played a significant role in events leading up to the Montgomery Bus Boycott. Many of these individuals did so in silence and without public attention. Still others like Martin Luther King, Jr and Rosa Parks had a role in bringing the City Line Bus segregation issue to the notice of the country. In small groups the class will develop a list of these individuals with each student researching and writing a short biography of a person. Names of these individuals can be found in the text of *Claudette Colvin: Twice Toward Justice*, in other books about the civil rights movement found in the school or public library, in periodicals and on various internet websites. Suggested websites include:
 - <http://www.montgomeryboycott.com/frontpage.htm>
 - <http://www.watson.org/~lisa/blackhistory/civilrights-5565/montbus.html>
 - <http://www.encyclopediaofalabama.org/face/Article.jsp?id=h-1567>
 - <http://www.coreonline.org/History/colvin.htm>
 - <http://www.beforetheboycott.com/eLearning/index.html>
 - <http://www.tolerance.org/activity/browder-v-gayle-women-rosa-parks>
 - http://www.pbs.org/wgbh/amex/eyesontheprize/story/02_bus.html

Writing

- During class discussion brainstorm groups or individuals today that face challenges or injustices related to their civil rights. On chart paper record the list of individuals or groups. Students will select a topic from the list to write a Five Paragraph Essay. Topics could include Native Americans, Hispanics, Muslims, Senior Citizens, etc. Information about writing the essay can be found on the Internet. One possible website is
 - http://www.education.com/magazine/article/Introducing_Five_Paragraph_Studies/

Materials Needed

Multiple Copies of *Claudette Colvin: Twice Toward Justice* by Phillip Hoose
 Class set of *We the People: The Citizen and the Constitution* Level 2
 Class set of *Foundations of Democracy* (Middle School Level)
 Computers with access to the Internet
 Note cards or post-it-notes.

Standards

Standards: Rhode Island Grade Span Expectations for Civics & Government and Historical Perspective

- C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.
 - (a)1-2: Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by defining and identifying the nature of authority and sources of power.
- C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.
 - (a)2-1: Students demonstrate an understanding of United States government (local, state, national) by explaining how democratic values are reflected in enduring documents, political speeches (discourse), and group actions.
- C&G 3: In a democratic society, all people have certain rights and responsibilities.
 - (a) 3-1: Students demonstrate an understanding of citizens' rights and responsibilities by evaluating and defending a position on issues involving *individual rights* (personal, economic, legal, or political rights reflected in the *Bill of Rights*).

Standards: Rhode Island and New Hampshire LOCAL Grade Level & Grade Span Expectations (GLEs & GSEs) for Written & Oral Communication

- W-10-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...
- W-10-2.1 Selecting and summarizing key ideas to set context, appropriate to audience (State)
- W-10-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes (State)
- W-10-3 In response to literary or, informational text, students make and support analytical judgments about text by...
- W-10-3.1a Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt (State)
- W-10-3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (State)
EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres
- W-10-3.3 Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusion (State)
- W-10-3.4 Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State)

Common Core State Standards Initiative

English Language Arts Standards » Reading: Informational Text » Grade 7

Key Ideas and Details

- RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

- RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

- RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

English Language Arts Standards » Speaking & Listening » Grade 7

Comprehension and Collaboration

- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
 - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

English Language Arts Standards » Writing » Grade 7

Text Types and Purposes

- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
 - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - 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.
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

- W.7.4. 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 above.)
- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

- W.7.8. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.9. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.7.10. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
 - Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

English Language Arts Standards » History/Social Studies » Grades 6-8

Key Ideas and Details

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

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

- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Additional Common Core State Standards grade levels can be found at the following website:

<http://www.corestandards.org/>

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