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# Unit 4

## Essential Question

### Can a simple idea bring about great change?

**H**istory is the story of change. Discoveries, inventions, conflicts, and natural events shake the status quo and initiate a new chapter in the human narrative. But determining the exact impetus of these changes can be difficult because of the complex interplay of cause and effect.

Many changes seem to originate with an idea. Religions, philosophies, and forms of government spring forth based on the writings of a few innovative thinkers. Do these ideas spread by the sheer power of their philosophy or because they are adopted by aggressive leaders and groups that are already capable of dominating the common people? And once an influential idea has taken hold, can a newer idea supplant it? Is violent force required to effect a revolution, or can a new idea spread like a virus, gradually replacing the old ways of seeing the world?

In recent years, Americans have seen the majority views on issues like same-sex marriage and capital punishment gradually shift. The election of an African American president—or a female president—would have been inconceivable a few decades ago, but over time, people’s conceptions have evolved, for good or for ill. No violent rebellion was required for these changes to come about; instead, millions of supporters worked for years to sway public opinion. Again the question is raised: did ideas bring about change or did people?

An aphorism attributed to anthropologist Margaret Mead states, “Never doubt that a small group of thoughtful, committed citizens can change the world.” As you read the selections in this unit, you will explore how people have effected change, how they have been affected by change, and how one change often leads to others. What impact can a single, simple idea have? Can an average person make a difference? Consider these questions as you explore the texts in this unit.

#### GOALS

- To analyze and evaluate an author’s argument, including claims and evidence
- To determine the theme or central idea of a text and analyze its development
- To analyze how a cultural experience is reflected in a text
- To reflect on how an author draws on and transforms source materials
- To determine the meaning of words and phrases
- To determine and analyze an author’s point of view
- To cite thorough evidence in support of analysis
- To write a well-informed research paper

# Unit 4

## Can a simple idea bring about great change?

### Introduction

**Goals:** Have students read through the goals and mark any words that are unfamiliar. Discuss the meanings of any academic vocabulary within the goals that students marked as unfamiliar. Consider posting the Unit Goals.

### Introduction Suggestions

1. Have students write a response to the following quotations:
  - “Everyone thinks of changing the world, but no one thinks of changing himself.” —Leo Tolstoy
  - “Education is the most powerful weapon which you can use to change the world.” —Nelson Mandela
  - “Life is a series of natural and spontaneous changes. Don’t resist them; that only creates sorrow.” —Lao Tzu
2. Have students list some of the other “great” social changes in American history, for example, women’s suffrage, child labor laws, the Americans with Disabilities Act, the formation of the EPA, or the creation of the Internet.
3. Have students define the term *change agent* and name some change agents. Add to the definition and the list as they engage with this chapter. Finally, have them reflect on their own roles as change agents in the world.

**Tech-Connect:** Using polleverywhere.com, ask students to respond to the question *What is something about the world you would like to see changed?* Use the collage feature to create a visual display of the class’s answers. Ask students to identify any patterns.

# Chapter 16

## Analyzing the Development of Ideas

The Montgomery Bus Boycott and the Women Who Started It: The Memoir of Jo Ann Gibson Robinson

by Jo Ann Gibson Robinson and David J. Garrow

### 9–10 STANDARDS

Reading Informational Text: 1, 2, 3, 5, 6, 8, 9

Writing: 1

Speaking and Listening: 1, 3, 4, 6

Language: 4, 6

### Introduction

**Chapter Goals:** Have students read through the goals and mark any words that are unfamiliar. Discuss the meanings of any unfamiliar academic vocabulary. Consider posting the Chapter Goals.

**Preview Academic Vocabulary L.9–10.4, 6:** Read and discuss the meanings of the academic vocabulary.

*memoir: a first-person account of a writer's experience.* Explain that autobiography usually covers one's entire life whereas memoir focuses on a period of time or an aspect of one's life—such as an occupation. The memoir about his childhood made me realize how fortunate the writer had been.

*first person: a type of point of view written from the writer's perspective using "I."* Points of view include first, second, third (limited and omniscient). The first-person narration made me feel like I was right in the middle of the action.

*claim: a statement based on an opinion that a writer tries to prove is true.* The candidate's claim that

(continued)



# Chapter 16

## Analyzing the Development of Ideas

### Preview Concepts

How would you define the term *civil disobedience*?

Think about a video you have seen or an article you have read that inspired your passion for a cause or made you want to change an unfair practice. What was it about the video or article that made you want to take action? Did it appeal to your emotions or to logic?

Write a response below. Use the following key words to focus your writing: *inspire, develop, explain, story.*

Share your answers with a partner. In the space below, summarize your conclusions from your discussion.

### CHAPTER GOALS

In this chapter you will:

- analyze how the author develops a series of ideas or events.
- analyze in detail how an author's ideas are refined by sentences and paragraphs.
- evaluate whether the author's claims are supported by valid reasoning and evidence.

### PREVIEW ACADEMIC VOCABULARY

memoir  
first-person  
claim  
reason  
evidence  
logos/logical appeal  
pathos/emotional appeal

## !ELL!

**Academic Vocabulary L.9–10.4, 6:** For English learners, explain, act out, and draw pictures to explain vocabulary and academic vocabulary. Have students keep a list of these words in their response journal. Another option is to have students keep a file of vocabulary words on Google Docs. Search [drive.google.com/templates](https://drive.google.com/templates) for a Frayer Model and other vocabulary templates. Students can add images downloaded from the Internet to enhance their understanding of vocabulary terms.

## Making Connections

Read the following excerpt.

Unjust laws exist; shall we be content to obey them, or shall we endeavor to amend them, and obey them until we have succeeded, or shall we transgress them at once? Men generally, under such a government as this, think that they ought to wait until they have persuaded the majority to alter them. They think that, if they should resist, the remedy would be worse than the evil. But it is the fault of the government itself that the remedy *is* worse than the evil. *It* makes it worse.

—“Resistance to Civil Government” by Henry David Thoreau

What is Thoreau suggesting about how to go about changing unjust laws? Paraphrase his ideas in your own words.

Notice how Thoreau introduces his main idea in the first sentence. Is this effective? Why or why not? Underline a sentence from the text that supports your point of view.

### MAKING CONNECTIONS

In this chapter, you will read a memoir about an act of civil disobedience and analyze how the author develops main and supporting ideas.

he was honest did not convince the voters.

**reason:** *a cause, explanation, or justification that supports a claim.*

Explain that reasons are facts and ideas that answer the question “Why is the writer’s claim true?” One reason to try out for the debate team is that it looks good on college applications.

**evidence:** *information that supports claims and reasons.* Explain that evidence might be data, expert opinions, statistics, or research studies. There was not enough evidence to convict the woman of robbery.

**logos/logical appeal:** *support for an argument that uses logic and reason as opposed to emotions and opinions.* Remind students that logical arguments can be either deductive (specific to general) or inductive (general to specific). The judge’s summary was all logos; she never smiled or frowned.

**pathos/emotional appeal:** *support for an argument that appeals to emotions such as pity, sympathy, or sorrow.* The photograph of the wounded child was a great use of pathos; many gave money to the charity.

**Preview Concepts:** You may want to show students a video from a charity and then have them complete the written response on page 358.

**Making Connections:** Thoreau is suggesting that instead of waiting for the government to change unfair laws, people must break these unfair laws to get the government’s attention. People believe that the process of resisting is worse than just enduring injustice, but it’s really the government’s attitude toward protesters that makes the process worse than it has to be.



## Chapter 16 (continued)

### Lesson Support

**First Read RI.9–10.2:** Use the first paragraph to discuss main ideas and details in memoirs. Point out that this part of Robinson’s memoir happens between Parks’s arrest on December 1 and her trial on December 5. Remind students to underline and label actions and reactions according to the instructions.

**Vocabulary L.9–10.4:** Ask students to circle unfamiliar words as they complete the first read of a text. After the first read, guide students to determine the words’ meanings using the context. Encourage students to support their responses with evidence. Have students confirm their initial definitions with a dictionary. Words that students might find difficult include the following:

**cultured:** *having good taste, manners, and education.* My grandfather was a cultured man who loved opera, fine wine, and James Joyce.

decorum: *proper behavior showing good manners and respect.* After the wedding, the crowd’s decorum turned to raucous dancing and wild singing.

stalwart: *a loyal supporter.* My mother is a stalwart of the governor, but my father thinks he is a crook.

ordained: *made officially a member of the clergy by decree or ceremony.* The priest was ordained by the Catholic Church.

in good stead: *an idiom meaning “in a position of advantage” or “in good standing.”* Volunteering at the day care center will put you in good stead when applying for college.

(continued)

### First Read: Identifying Main Ideas

In 1955, African Americans were not allowed to sit in the front, “whites only” section of city buses in Montgomery, Alabama. Teacher and civil rights activist Jo Ann Gibson Robinson had tried to start a protest of this policy a few years earlier but could not persuade her Women’s Political Council (WPC) to take up the cause. What she needed was an incident that would provoke a reaction from the public. When Robinson’s friend Rosa Parks refused to give up her seat, Robinson and other activists were already posed to turn her simple act into a movement that would challenge the status quo.

Objective: As you read this excerpt, notice the actions that occurred and the reactions of individuals and groups in response to those actions. Underline actions taken by opposing sides to the segregation issue and write the word *action* next to them. Write *reaction* next to sentences that describe how different groups responded to these actions. Write questions you have about the text in the My Thoughts column.

excerpt

#### The Montgomery Bus Boycott and the Women Who Started It: The Memoir of Jo Ann Gibson Robinson

by Jo Ann Gibson Robinson and David J. Garrow

- 1 In the afternoon of Thursday, December 1, a prominent black woman named Mrs. Rosa Parks was arrested for refusing to vacate her seat for a white man. Mrs. Parks was a medium-sized, cultured **mulatto** woman; a civic and religious worker;
- 5 quiet, unassuming, and pleasant in manner and appearance; dignified and reserved; of high morals and a strong character. She was—and still is, for she lives to tell the story—respected in all black circles. By trade she was a seamstress, adept and competent in her work.
- 10 Tired from work, Mrs. Parks boarded a bus. The

**mulatto:** of mixed race, particularly having one black and one white parent. Today, this term is seldom used and considered derogatory.

— First Read  
--- Second Read  
— Third Read

#### My Thoughts

repeated ideas about Rosa Parks

“reserved seats” were partially filled, but the seats just behind the reserved section were vacant, and Mrs. Parks sat down in one. It was during the busy evening rush hour. More black and white passengers boarded the bus, and soon all the reserved seats were occupied. The driver demanded that Mrs. Parks get up and surrender her seat to a white man, but she was tired from her work. Besides, she was a woman, and the **person waiting was a man.** She remained seated. In a few minutes, police summoned by the driver appeared, placed Mrs. Parks under arrest, and took her to jail.

It was the first time the soft-spoken middle-aged woman had been arrested. She maintained decorum and poise, and the word of her arrest spread. Mr. E. D. Nixon, a longtime stalwart of our NAACP branch, along with liberal white attorney Clifford Durr and his wife Virginia, went to the jail and obtained Mrs. Parks’s release on bond. Her trial was scheduled for Monday, December 5, 1955.

The news traveled like wildfire into every black home. Telephones jangled; people congregated on street corners and in homes and talked. But nothing was done. A numbing helplessness seemed to paralyze everyone. Very few stayed off the buses the rest of that day or the next. There was fear, discontent, and uncertainty. Everyone seemed to wait for someone to do something, but nobody made a move.

**person waiting was a man:** In the 1950s, men were expected to treat women courteously, such as giving up their seat on a crowded bus.

**NAACP:** National Association for the Advancement of Colored People, a civil rights organization. The term “colored people” refers to African Americans, but it is no longer in common use.

### My Thoughts

action

repeated ideas about Rosa Parks

repeated ideas about the black community’s initial reaction

reaction

**manifested:** readily recognized, easily seen, obvious. Their joy was manifested in their smiles and laughter.

**unalienable:** not able to be taken or given away. Having clean water is an unalienable right, but having a driver’s license is not.

**rancor:** bitter resentment or malice. The rancor between the sisters was clear as they screamed insults at each other.

**bipartisan:** including members from both sides of a two-party system. In this Congress, bipartisan agreement has become impossible.

### Text-Based Discussion Questions

1. What main idea is supported by the details in paragraph 4? (*The descriptive details support the idea that blacks were afraid and tense.*)
2. Which sentence in the text of the leaflets best expresses Robinson’s main idea? Why did you choose this sentence? (*Answers may vary, but the last sentence may be the choice of many readers because it instructs people to take action.*)
3. What role does Fred Gray play in the events of the memoir? (*Fred Gray had been one of the author’s students and had become a prominent lawyer and minister. He encouraged the author to organize the boycott.*)

### Figurative Language in Literature:

Although most of Robinson’s memoir focuses on historical facts, she does use some figurative language. Ask students to locate examples and analyze what each example contributes to the meaning of the text. “The news traveled like wildfire” in paragraph 4 is a simile, though somewhat cliché. “A numbing helplessness seemed to paralyze everyone” is an example of hyperbole. “There was a stick-togetherness that drew them like a magnet” is a simile in the last paragraph.



## Chapter 16 (continued)

### Lesson Support

#### About the Author

Born in Culloden, Georgia, in 1912, Jo Ann Robinson was the youngest of twelve children. After their father's death when Jo Ann was six, the family moved to Macon, Georgia. Jo Ann was valedictorian of her high school class and the first in her family to graduate from college. She served as a public school teacher while earning a master's degree and went on to teach English at Alabama State College in Montgomery.

In Montgomery, Robinson became a follower of Dr. Martin Luther King Jr. She joined the Women's Political Council and became its president in 1950. After she organized the bus boycott described in this selection, she was appointed to the Montgomery Improvement Association, led by Dr. King. The boycott continued for 381 days until a federal judge declared segregated seating unconstitutional. During those months, Robinson and other teachers at ASC were routinely harassed and investigated. She even became the target of violence, including having rocks thrown at her window and acid poured on her car.

After the boycott was successful, Robinson, like many teachers, wanted to leave Montgomery. She accepted a position at Grambling College in Louisiana, and after one year, she moved to Los Angeles to teach in the public schools until she retired in 1976. Her memoir, excerpted here, was published in 1987, and Robinson died in 1992. She is honored and remembered today as a great educator and activist whose actions spoke as loudly as her words.

For that day and a half, black Americans rode the buses as before, as if nothing had happened. They were sullen and uncommunicative, but they rode the buses. There was a silent tension-filled waiting. For blacks were not talking loudly in public places—they were quiet, sullen, waiting.

Just waiting!

Thursday evening came and went. Thursday night was far spent, when, at about 11:30 P.M., I sat alone in my peaceful single-family dwelling on a quiet street. I was thinking about the situation. Lost in thought, I was startled by the telephone's ring. Black attorney Fred Gray, who had been out of town all day, had just gotten back and was returning the phone message I had left for him about Mrs. Parks's arrest. Attorney Gray, though a very young man, had been one of my most active colleagues in our previous meetings with bus company officials and Commissioner Birmingham. A Montgomery native who had attended Alabama State and been one of my students, Fred Gray had gone on to law school in Ohio before returning to his hometown to open a practice with the only other black lawyer in Montgomery, Charles Langford. Fred Gray and his wife Bernice were good friends of mine, and we talked often. In addition to being a lawyer, Gray was a trained, ordained minister of the gospel, actively serving as assistant pastor of Holt Street Church of Christ.

Tonight his voice on the phone was very short and to the point. Fred was shocked by the news of Mrs. Parks's arrest. I informed him that I already was thinking that the WPC

#### My Thoughts

reaction

## REMEDIATION

Consider showing the 2002 television film *The Rosa Parks Story* (1 hour, 37 minutes) for students who lack background about this historical period and figure. Angela Bassett plays Rosa Parks, Cicely Tyson plays her mother, and Dexter Scott King, Martin's son, plays his father in a cameo appearance.

should distribute thousands of notices calling for all bus  
65 riders to stay off the buses on Monday, the day of Mrs. Parks's  
trial. "Are you ready?" he asked. Without hesitation,  
I assured him that we were. With that he hung up, and I  
went to work.

I made some notes on the back of an envelope: "The  
70 Women's Political Council will not wait for Mrs. Parks's  
consent to call for a **boycott** of city buses. On Friday,  
December 2, 1955, the women of Montgomery will call for a  
boycott to take place on Monday, December 5."

Some of the WPC officers previously had discussed plans  
75 for distributing thousands of notices announcing a bus  
boycott. Now the time had come for me to write just such  
a notice. I sat down and quickly drafted a message and  
then called a good friend and colleague, John Cannon,  
chairman of the business department at the college, who  
80 had access to the college's **mimeograph** equipment.

When I told him that the WPC was staging a boycott and  
needed to run off the notices, he told me that he too had  
suffered embarrassment on the city buses. Like myself, he  
had been hurt and angry. He said that he would happily  
85 assist me. Along with two of my most trusted senior  
students, we quickly agreed to meet almost immediately,  
in the middle of the night, at the college's duplicating  
room. We were able to get three messages to a page,  
greatly reducing the number of pages that had to be

**boycott:** an organized refusal to buy a good or service, in protest of the provider's policies  
**mimeograph:** an early copy machine

### My Thoughts

reaction

90 mimeographed in order to produce the tens of thousands of leaflets we knew would be needed. By 4 A.M. Friday, the sheets had been duplicated, cut in thirds, and bundled.

Each leaflet read:

Another **Negro** woman has been arrested and  
95 thrown in jail because she refused to get up out of her seat on the bus for a white person to sit down. It is the second time since the **Claudette Colvin** case that a Negro woman has been arrested for the same thing. This has to be stopped. Negroes have rights,  
100 too, for if Negroes did not ride the buses, they could not operate. Three-fourths of the riders are Negroes, yet we are arrested, or have to stand over empty seats. If we do not do something to stop these arrests, they will continue. The next time it may be you, or your  
105 daughter, or mother. This woman's case will come up on Monday. We are, therefore, asking every Negro to stay off the buses Monday in protest of the arrest and trial. Don't ride the buses to work, to town, to school, or anywhere on Monday. You can afford to stay out  
110 of school for one day if you have no other way to go except by bus. You can also afford to stay out of town for one day. If you work, take a cab, or walk. But please, children and grown-ups, don't ride the bus at all on Monday. Please stay off of all buses Monday.  
115 Between 4 and 7 A.M., the two students and I mapped

**Negro:** an African American. Once commonly used, the term is now considered offensive.  
**Claudette Colvin:** a 15-year-old girl who was arrested earlier that year

### My Thoughts

### Central Claim

out distribution routes for the notices. Some of the WPC officers previously had discussed how and where to deliver thousands of leaflets announcing a boycott, and those plans now stood me in good stead. We outlined our routes,

120 arranged the bundles in sequences, stacked them in our cars, and arrived at my 8 A.M. class, in which both young men were enrolled, with several minutes to spare. We weren't even tired or hungry. Just like me, the two students felt a sense of satisfaction at being able to contribute to the cause of justice. . . .

Before Monday was half gone, Negroes had made history. Never before had they united in such a manner. There was open respect and admiration in the eyes of many whites who had looked on before, dubious and

130 amused. Even clerks in dime stores, all white, were more cordial. They were heard to add, after a purchase by a black customer, "Y'all come back to see us," which was a very unusual occurrence. The black customers held their heads higher. They felt reborn, important for the first time. A greater degree of race pride was exhibited. Many

were themselves surprised at the response of the masses, and could not explain, if they had wanted to, what had changed them overnight into fearless, courageous, proud people, standing together for human dignity, civil rights,

140 and, yes, self-respect! There was a stick-togetherness that drew them like a magnet. They showed a genuine fondness

**dime stores:** department stores with low prices

### My Thoughts

reaction of white community

reaction of the black community

repeated ideas

## Chapter 16 (continued)

### Lesson Support

#### FIRST RESPONSE

Please note that students are encouraged to have a response journal in which to complete the First Response and other activities in this curriculum. Another option is to have students keep a digital journal. For this activity, you may have students post their responses to [polleverywhere.com](http://polleverywhere.com) and then share them with the class.

**Tech-Connect:** Emphasize the practice of “commenting positively” as both a tip for this specific activity and a habit to cultivate when responding to others’ writing in general. Perhaps begin and continue a list of positive comments such as *I like this word choice*, or *You say a lot in a few words*, or *This is a great insight*.

#### Focus on Identifying Main Ideas

RI.9–10.2: Model how to identify the main ideas in a series of paragraphs by asking *What is the most important event in the excerpt?* Students may need support as they summarize and choose. You may want to let them work in small groups to make these choices and fill in the chart in the student book. Remind them that they should use their own words to name the events and should not use quotations.

#### Answers to chart:

**Action in Paragraphs 1–3:** Rosa Parks is arrested.

**Initial Reaction in Paragraph 4:** The news travels fast, but no one takes action.

**Action in Paragraphs 5–10:** The author talks to Fred Gray, who encourages her to start a bus boycott.

**Reaction in Paragraph 11:** The black community united and felt a sense of pride. White people admired and supported them.

for one another. They were really free—free inside! They felt it! Acted it! Manifested it in their entire beings! They took great pride in being black.

#### My Thoughts

reaction

#### FIRST RESPONSE: KEY IDEAS AND DETAILS

What new information did you learn about the Montgomery bus boycott that you didn’t know before? How is Robinson’s account different from other accounts you’ve read?

#### TECH-CONNECT

Submit your answer to the First Response question to your class website. Read and comment positively on others’ responses.

#### Focus on Identifying Main Ideas

Memoirs explain events from the perspective of someone who was directly involved in the action. In this case, Jo Ann Gibson Robinson describes in first person the actions taken by civil rights organizers and then the resulting reactions to these events. The following chart will help you analyze the relationships among the events in the story. First, fill in the sections that describe the actions and reactions in the excerpt. (You will fill in the rest of the chart after the second read.)

Main Ideas in the Memoir	
Action in Paragraphs 1–3:	Initial Reaction in Paragraph 4:
Repeated ideas in the text:	Repeated ideas in the text:
The author repeats these ideas in order to emphasize	The author repeats these ideas in order to emphasize

## !ELL!

**Write:** Offer these sentence frames to help students write their summaries:

The first event that happened was . . . .

After \_\_\_\_\_, Robinson . . . .

At the end, . . . .

Encourage students to use the present tense as they write summaries (i.e., Robinson *describes*, the community *unites*)

Main Ideas in the Memoir	
Action in Paragraphs 5–10:	Reaction in Paragraph 11:
Repeated ideas in the text:	Repeated ideas in the text:
The author repeats these ideas in order to emphasize	The author repeats these ideas in order to emphasize

**Write** Write a summary of events in the passage. Use good transitional phrases to communicate the interaction of events.

### Second Read: Development of Supporting Ideas

As your teacher reads the selection aloud, follow along with your printed copy.

Objective: Circle words and phrases that repeat similar ideas within a paragraph. Especially notice the description of people involved in the boycott. What do the repeated ideas emphasize?

#### Focus on Analyzing the Development of Supporting Ideas

In nonfiction texts, writers develop main ideas by giving examples, explaining details, defining terms, listing reasons, or in the case of this memoir, by narrating events. Each paragraph within the excerpt works together to accomplish the goal of the entire passage, and within each paragraph, words and sentences communicate the central idea of the paragraph.

You've already broken down the excerpt into actions and reactions explained by the author. Now dig a little deeper to analyze how the author communicates these actions and reactions. Authors often use repeated ideas to emphasize important details. Look back at the repeated ideas you circled during the second read. Finish filling in the chart on pages 366–367 by adding examples of repeated ideas and finishing the sentence starters *The author repeats these ideas in order to emphasize . . .*

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Chapter 16 • Unit 4 367

## REMEDIATION

Remind students that transition words such as *first, then, later, next, and finally* will help them summarize narrative texts. Also, remind them to use their own words to describe what happened and to delete any words that are not necessary.

**Write:** Remind students that good summaries use topic sentences and supporting details. They should include only the most important details. Suggest that they determine the most important action of each paragraph. Also, remind them that summaries should be factual and not include opinions or interpretations.

**Second Read RI.9–10.3:** As students follow along, read the text aloud or have them listen to a portion of the recording by Leesha Saunders (University Press Audiobooks, 2016). As they listen, have students note repeated words and phrases. Ask them to make connections between repeated words and phrases and the development of supporting ideas.

### Text-Based Discussion Questions

1. What is an example of a key word that the author repeats in her memoir? Why is the word important? (*Answers will vary. The author repeats variations of the word “seat” in the second paragraph because it is a symbol of dignity and self-worth. It is what Parks is being asked to “surrender.”*)
2. List key words and phrases from the excerpt that name opposite feelings or ideas. (*Answers will vary but may include “numbing helplessness” and “fearless, courageous pride”; “fear, discontent and uncertainty” and “respect and admiration.”*)
3. The author uses two direct quotations in the excerpt. What are they, and what does each one contribute to the memoir? (*“Are you ready?” and “Y’all come back to see us” are the two quotations. The first sets up the important action of starting the boycott. The second illustrates the changing attitude of whites toward blacks.*)



## Chapter 16 (continued)

### Lesson Support

#### Focus on Analyzing the Development of Supporting Ideas

**RI.9–10.3:** Challenge students to locate the most important verbs that are used and repeated in the text and to defend their choices. Answers will vary but may include *demanded*, *arrested*, *waited*, *duplicated*, *afford*, *delivered*, or *felt*.

Answers to chart (p. 366–367):

**Paragraphs 1–3, Repeated ideas in the text:** *prominent black woman; quiet, unassuming, and pleasant in manner; dignified and reserved; of high morals and a strong character; It was the first time the soft-spoken, middle-aged woman had been arrested; She maintained decorum and poise*

The author repeats these ideas in order to emphasize that Rosa Parks is a woman of character. This lends credibility to the boycott. Her calm demeanor shames the police and highlights the injustice of the laws. Her arrest was outrageous to both blacks and whites.

**Paragraph 4, Repeated ideas in the text:** *nothing was done; A numbing helplessness seemed to paralyze everyone; nobody made a move; a silent, tension-filled waiting*

The author repeats these ideas in order to emphasize the lack of action. No one took a stand.

**Paragraphs 5–10, Repeated ideas in the text:** *“Are you ready?” he asked.; I went to work.; will not wait for Mrs. Parks’s consent; we quickly agreed to meet almost immediately, in the middle of the night*

The author repeats these ideas in order to emphasize that the WPC was ready to act quickly. They had a plan and they implemented it in a matter of hours.

(continued)

**Speak and Listen** Think about the following questions: How does the content and the structure of the passage emphasize the role of the WCP in the bus boycott? What evidence from the text supports your answer? With a partner, discuss your answers to these questions. Summarize your discussion in the space below.

#### Third Read: Evaluating Arguments

Read the excerpt by Jo Ann Gibson Robinson and David J. Garrow again. Then read the following excerpt from a speech given by President Johnson on his signing of the Civil Rights Act of 1964. This act is a result of many years of hard work by civil rights activities—including Robinson and the WCP.

Objectives:

- In the leaflet that Jo Ann Gibson Robinson created, underline and label the central claim she makes.
- In President Johnson’s speech, underline his central claim.

excerpt

#### The Civil Rights Act of 1964

TITLE II—INJUNCTIVE RELIEF AGAINST DISCRIMINATION IN PLACES OF PUBLIC ACCOMMODATION

SEC. 201. (a) All persons shall be entitled to the full and equal enjoyment of the goods, services, facilities, and privileges, advantages, and accommodations of any place of public accommodation, as defined in this section, without discrimination or segregation on the ground of race, color, religion, or national origin.

### ELL!

**Speak and Listen:** Partner ELLs with native English speakers. If needed, suggest that the following sentence frames may spur discussion:

During the boycott, the WPC . . . .

The author shows what happens by . . . .

Each paragraph shows . . . .

I know that the WPC was important because . . . .

excerpt

### Remarks upon Signing the Civil Rights Bill (July 2, 1964)

by President Lyndon B. Johnson

1 Americans of every race and color have died in battle to protect our freedom. Americans of every race and color have worked to build a nation of widening opportunities. Now our generation of Americans has been called on to continue

5 the unending search for justice within our own borders.

We believe that all men are created equal. Yet many are denied equal treatment.

We believe that all men have certain unalienable rights. Yet many Americans do not enjoy those rights.

10 We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings— not because of their own failures, but because of the color of their skin.

The reasons are deeply imbedded in history and tradition

15 and the nature of man. We can understand—without rancor or hatred—how this all happened.

But it cannot continue. Our Constitution, the foundation of our Republic, forbids it. The principles of our freedom forbid it. Morality forbids it. And the law I will sign tonight

20 forbids it.

That law is the product of months of the most careful debate and discussion. It was proposed more than one year ago by our late and beloved President John F. Kennedy. It received the bipartisan support of more than two-thirds

#### My Thoughts

**Paragraph 11, Repeated ideas in the text:** *Negroes had made history; Never before had they united in such a manner.; open respect and admiration; black customers held their heads higher; fearless, courageous, proud people, standing together for human dignity, civil rights, and, yes, self-respect*

The author repeats these ideas in order to emphasize the change that came over the black community during the boycott. They felt proud and united.

**Speak and Listen:** Remind students that *content* refers to the people, places, words, and actions in the text. On the other hand, *structure* refers to how the content is expressed by the author. As they discuss the question, they should remember that in good writing, *structure* reflects *content*. In other words, authors choose to write in ways that support and enhance what they are trying to show.

**Third Read RI.9–10.5, RI.9–10.8:** Share a recording of President Johnson’s remarks. (Search on YouTube for *President Johnson’s remarks on signing Civil Rights Act.*) The excerpt in the student book begins about 2 minutes into the recording. As students hear Johnson speak, ask them to think about how the tone and cadence of his voice reflects the meaning of his words.

## REMEDIATION

Focus attention on the last paragraph of the excerpt, in which the author shifts to a new strategy and structure. Rather than recounting events in chronological order, she steps back and describes what changed after the boycott began. Help students understand that this paragraph describes feelings rather than events. Have them circle all the feeling words (*respect, admiration, dubious, amused, cordial, reborn, important, pride, surprised, fearless, courageous, dignity, self-respect, fondness, free*). Make sure they understand the meaning of each one.

## Chapter 16 (continued)

### Lesson Support

#### Text-Based Discussion Questions

1. What words or phrases does Johnson repeat in his speech? Choose one example and analyze the importance of the word or phrase. (*Choices may include “every race and color,” “We believe,” “forbids it,” “It does,” or “It does not.”*)
2. What was President Johnson trying to persuade Americans to do? (*He was trying to persuade all Americans to support equality for African Americans.*)
3. Are the words “you, or your daughter, or mother” an example of *logos* or *pathos*? Give a reason for your answer. (*They are an example of pathos because they appeal to the emotions of love and fear. They are intended to make the reader feel that people whom they love are threatened.*)

**Focus on Evaluating Arguments:** This section will help students identify and then evaluate arguments. The chart on page 371 asks students to identify the central claim and how the claim is supported by logical arguments and also by emotional means.

25 of the Members of both the House and the Senate. An overwhelming majority of Republicans as well as Democrats voted for it.

It has received the thoughtful support of tens of thousands of civic and religious leaders in all parts of this Nation. And it

30 is supported by the great majority of the American people.

The purpose of the law is simple.

It does not restrict the freedom of any American, so long as he respects the rights of others.

It does not give special treatment to any citizen.

35 It does say the only limit to a man’s hope for happiness, and for the future of his children, shall be his own ability.

It does say that there are those who are equal before

God shall now also be equal in the polling booths, in the classrooms, in the factories, and in hotels, restaurants, movie

40 theaters, and other places that provide service to the public.

I am taking steps to implement the law under my constitutional obligation to “take care that the laws are faithfully executed.”

#### My Thoughts

#### Central Claim

#### Focus on Evaluating Arguments

Both authors desire to convince their audience to take action. Both write persuasively in order to convince their audience to act—to join together and boycott buses or to endorse a law that protects the rights of all people. Argumentative (persuasive) writing relies on presenting claims and developing those claims with support that appeals to logic and to emotion.

A claim is . . .

- a statement a writer is trying to prove is true.
- based upon an opinion.
- sometimes clearly stated and sometimes must be inferred.

Support for claims may include . . .

- reasons that offer a logical explanation for why the claim is true, why the proposed solution would be effective or superior to another, or why an action is worth taking.
- facts and evidence that are used to support reasons. Examples include quotations from experts, statistics, or scientific data. This is the *logos* (or logical appeal) studied in earlier chapters.
- emotional pleas to motivate (or manipulate) the audience to agree with the speaker. Personal stories are one example of emotional pleas. Appeals to emotion are also called *pathos*.

Fill in the following charts to help you identify the claim and evidence from each passage.

**REFLECT**

The Civil Rights Act of 1964 is an executive order. This means that the act became law without the American people voting on it. Where does Johnson anticipate the objection that Americans should have been allowed to vote on the act?

Jo Ann Gibson Robinson	
1. What central claim does Robinson make in the leaflet she distributed?	
2. How does she support her claim? Reasons? Facts? Quotations? Give examples.	3. Where does Robinson appeal to emotions? Give examples.

President Johnson	
1. What central claim does Johnson make in his speech?	
2. How does he support his claim? Reasons? Facts? Quotations? Give examples.	3. Where does Johnson appeal to emotions? Give examples.

**Possible answers to chart:**

**Jo Ann Gibson Robinson**

1. Robinson claims that discrimination on buses must be stopped.
2. Robinson uses facts to support her claim, including “Negroes have rights,” “Three-fourths of the riders are Negroes,” and “If nothing is done to stop the arrests, they will continue.”
3. “The next time it may be you, or your daughter, or mother.”

**President Johnson**

1. Johnson’s central claim is that discrimination against African Americans must stop.
2. Johnson gives reasons. The first is the Constitution. “Our Constitution, the foundation of our Republic, forbids it. The principles of our freedom forbid it.” The second reason is the majority of Americans believe that the law must protect racial equality. “It has received the thoughtful support of tens of thousands of civic and religious leaders in all parts of this Nation. And it is supported by the great majority of the American people.” This is important because in a democratic republic, laws must be approved by a majority.
3. The mention of African Americans dying for their country appeals to emotions. Also, there are many words with emotional connotations (glittering generalities): “Americans of every race and color have died in battle to protect our freedom . . . the unending search for justice . . . and only limit to a man’s hope for happiness, and for the future of his children, shall be his own ability.”

## Chapter 16 (continued)

### Lesson Support

#### FELT Strategy for Analyzing

**Arguments:** Read through the chart with students, making sure they understand the terms used. You may want to show clips of recent political debates or commercials and then model how to use the questions in the chart to evaluate the clips.

The website factcheck.org is a good resource for students to learn how to evaluate claims. The site evaluates claims made by politicians by checking the science, data, and logic behind the claims. Have students read some of the posts and discuss how the writers analyze claims and evidence for validity and accuracy. A companion website, flackcheck.org, provides resources to help viewers recognize flaws in arguments in political news shows and campaign ads. Video clips identify faulty logic and misleading information.

An argument includes a claim and the evidence used to support the claim. However, all arguments are not equal. Some are better supported than others; some are more logical than others. When evaluating an argument, it is not enough to say it is “good” or “bad.” It is very easy to judge an argument based upon whether you agree with it, but instead you must evaluate the parts of the argument based on identifiable criteria. One method of evaluating arguments is FELT:

FELT Strategy for Analyzing Arguments
<b>Fairness:</b> Is the argument fair and balanced, or does it contain bias? Bias can be detected by asking the following questions: <ul style="list-style-type: none"><li>• Is the argument overly emotional and filled with loaded language? Using only emotional pleas makes an argument weak.</li><li>• Is the argument one-sided? Are there alternative points of view not addressed?</li></ul>
<b>Evidence:</b> Is there sufficient evidence to be convincing or is limited evidence given? Is the evidence valid? Does it support the claim? <ul style="list-style-type: none"><li>• To evaluate personal experience, ask: Is this relevant? Is this biased?</li><li>• To evaluate examples, ask: Are sufficient examples given? Are the examples given important enough to be valid, such as examples from history?</li><li>• To evaluate data or statistics, ask: Are statistics interpreted correctly or are they misinterpreted or manipulated to support the author’s opinion?</li></ul>
<b>Logic:</b> Does the writer only appeal to emotions and not logic? Are the reasons logical or faulty? Faulty reasons may attack a person’s character instead of addressing arguments, restate the claim instead of providing reasons, or go off on a tangent instead of providing convincing reasons.
<b>Tone:</b> Is the attitude of the writer appropriate for the content? For example, is it too serious? Is it too sarcastic or dismissive? Is it overly dramatic? (Tone can reinforce bias.)

Reread the following excerpt from the pamphlet distributed by civil rights’ workers, focusing on the underlined sentence.

This has to be stopped. Negroes have rights, too, for if Negroes did not ride the buses, they could not operate. Three-fourths of the riders are Negroes, yet we are arrested, or have to stand over empty seats. If we do not do something to stop these arrests, they will continue. The next time it may be you, or your daughter, or mother.

## REMEDIATION

Modify the FELT method by simplifying each step into one question, for example:

- Is the argument **FAIR** and balanced, or does it lean to one side?
- Is there enough **EVIDENCE** (examples, data, statistics) to support the author’s claim?
- Does the author use **LOGIC**, or does he or she rely on emotions?
- What is the author’s **TONE**, and is it appropriate to the audience?

1. The word *for* indicates that the writer is giving a reason why African Americans have rights. Does the phrase if Negroes did not ride the buses, they could not operate explain a reason why African Americans have rights? Why or why not? Write your answer below.

**CONNECT TO  
ESSENTIAL QUESTION**

Was the bus boycott a simple idea? Did it bring about great change?

2. What reasons would you give to support the claim “Negroes have rights”? What reasons did President Johnson give?

3. Which reasons you listed above are the strongest? Draw a star by them.

**REFLECT**

What did you find the most interesting part of the story of the Montgomery bus boycott? Why?

**Answers to questions:**

1. Students may note that although both parts of the sentence are true, the second part is not a reason why African Americans have rights.
2. Reasons include the fact that African Americans are guaranteed rights under the Constitution of the United States. All humans have worth and value. Johnson also noted that “all men are created equal” and “all men have certain unalienable rights.”
3. Answers will vary.
4. (On next page) The author is implying that the best way to stop discrimination is to make it hurt financially. If people aren’t willing to stop segregation because it is the right thing to do, they might be persuaded if it will benefit them financially.



## Chapter 16 (continued)

### Lesson Support

#### Answers to FELT Chart:

**Jo Ann Gibson Robinson:** Students may discuss that Robinson could have developed her claims more clearly and logically. For example, she states, “Negroes have rights, too, for if Negroes did not ride the buses, they could not operate.” While both of these are true statements, the second is not a reason to support the first. The first is supported by the Constitution. The second is supported by the fact that three-fourths of the riders were African Americans. Robinson’s tone is very persuasive, but not overly emotional. She uses specific incidents about arrests to support her idea that arrests will continue if nothing is done.

**President Johnson:** Students may point out that Johnson opens by comparing supporting the Civil Rights Act to fighting in a war for freedom. Johnson is making an emotional appeal. It is implied that people of color have been denied the freedoms they fought in wars to protect. Johnson’s tone is very serious and professional, as is fitting for a presidential speech. His logical appeals are based upon the Constitution. Notice that Johnson anticipates objections about him making this an Executive Order instead of bringing it to a vote. Students may discuss bias in the following statements: “The reasons are deeply embedded in history and tradition and the nature of man. We can understand—without rancor or hatred—how this all happened.” Can people really understand without bitterness how African Americans came to be

*(continued)*

4. Based upon the evidence that three-fourths of bus riders are African Americans and the buses could not operate if African American riders stopped riding, what implied claim is the author making about the best way to stop discrimination on buses?

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Refer to the FELT chart on page 372 as you write an evaluation of both texts.

Jo Ann Gibson Robinson
How effectively did Robinson support her claim in the leaflet? Evaluate it using FELT.
President Johnson
How effectively did President Johnson support his claim? Evaluate it using FELT.

**Speak and Listen** Share your answers to the chart above with a partner. Then discuss the question: How does both Robinson and Johnson effectively persuade their audiences to take action?

**Write** Write several paragraphs in which you use the FELT outline to evaluate President Johnson’s speech. Refer to specific lines in the text to support your conclusions.

### ELL!

**Speak and Listen:** Partner ELLs with native English speakers. If needed, suggest that the following sentence frames may spur discussion:

In the leaflet, Robinson claims . . . .

She wants Negroes to . . . .

In his speech, Johnson claims . . . .

He wants all Americans to . . . .

**Write:** Modify this writing assignment for ELLs by asking them to write one paragraph rather than several. Remind them to include a topic sentence and 3 to 5 supporting examples in their paragraph.

## Project-Based Assessments

### Leaflet

Using a word processing or design program, create a leaflet encouraging people to participate in a protest about a social or political issue that is important to you, similar to the leaflet Jo Ann Gibson Robinson created. First, choose the issue you want to protest or bring awareness to, such as climate change, sexism, or racism.

Next, find reliable sources for your information. Remember, websites that end in *.edu*, *.gov*, or *.org* usually have more reliable information than sites with many contributors such as Wikipedia. Check the site's "About" tab to find out if it is maintained by a reputable source, such as an educational institution, a government agency, or an advocacy group.

Gather enough information to write a short (half-page) description of the issue and the protest. Be sure to include the following:

- a claim about what policy or behavior you want to see changed, such as laws, corporate practices, or school rules, as applicable
- reasons and evidence to support your claim, such as the negative effects of the issue and how the proposed changes would benefit people
- appeals to both logic and emotion
- details about the nonviolent protest event, such as time, place, and activities
- three or more sources used for the project. Include the name of article, website, date.

Design your leaflet so that readers will be able to understand the issue and take steps to protest it. Use pictures to reinforce the writing. Include your list of three sources on the back of the leaflet.

#### Use the following guidelines for your leaflet.

<i>To receive the highest score (4.0), the project must meet all of these criteria.</i>	<b>Your leaflet</b> <ul style="list-style-type: none"><li>• looks professional and is visually appealing.</li><li>• includes a clear claim supported with reasons and evidence.</li><li>• includes a good balance of both logical and emotional appeals.</li><li>• includes at least one picture that supports the text.</li><li>• proposes a specific nonviolent protest activity, including time and place.</li><li>• uses correct grammar, usage, punctuation, and spelling.</li></ul>
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## ELL!

**Project-Based Assessments:** Creating a leaflet will be the easier project option. You may want to assign students to this activity in pairs, pairing ELLs with native speakers. Be sure to display the leaflets so that all students can read and see them and evaluate their effectiveness.

enslaved and abused and treated as inhuman? Johnson appears to be making excuses for prejudice—for which there is no excuse. Another interesting statement is “It does say the only limit to a man’s hope for happiness, and for the future of his children, shall be his own ability.” Is this statement biased against people with limited abilities, such as the disabled? What is the only limit to man’s happiness? Perhaps his (or her) choices.

**Speak and Listen:** If students have trouble discussing the effectiveness of an argument, suggest that they read a portion of the leaflet and the speech aloud to each other. As they listen, have them imagine being an African American bus rider in Montgomery in 1955 or a person watching television when Johnson made his remarks. What would the words make them think? (*logos*) How would the words make them feel? (*pathos*)

**Write:** Remind students to use transitions between their paragraphs to create cohesion among the various aspects and ideas addressed by the FELT approach.

### Project-Based Assessments—

**Leaflet W.9–10.1:** Find political announcements and leaflets online that students can use as models or inspiration. Display or print several examples that will spark students’ interest and have students evaluate the effectiveness of each using one of the methods represented in the two charts. If possible, choose leaflets from various historical periods and ask students to compare and contrast the use of photographs and images, amount of text, logos, pathos, color, and design.

## Chapter 16 (continued)

### Assessment

**Project-Based Assessments—  
Roundtable Discussion RI.9–10.1,  
6, 9; SL.9–10.1, 3, 4, 6:** Consider  
organizing the class into smaller  
roundtable groups to make it possible  
for each participant to participate  
fully. After a half hour of discussion,  
ask each group to write a one- to two-  
sentence summary of the discussion.

#### Roundtable Discussion

Many civil rights workers were influenced by Russian writer Leo Tolstoy's *Writings on Civil Disobedience and Nonviolence*. Read the following excerpt.

No feats of heroism are needed to achieve the greatest and most important changes in the existence of humanity; neither the armament of millions of soldiers, nor the construction of new roads and machines, nor the arrangement of exhibitions, nor the organization of workmen's unions, nor revolutions, nor barricades, nor explosions, nor the perfection of aerial navigation; but a change in public opinion. . . . it is only needful that we should not succumb to the erroneous, already defunct, public opinion of the past, which governments have induced artificially; it is only needful that each individual should say what he really feels or thinks, or at least that he should not say what he does not think.

And if only a small body of the people were to do so at once, of their own accord, outworn public opinion would fall off us of itself, and a new, living, real opinion would assert itself.

And when public opinion should thus have changed without the slightest effort, the internal condition of men's lives which so torments them would change likewise of its own accord.

One is ashamed to say how little is needed for all men to be delivered from those calamities which now oppress them; it is only needful not to lie.

Participate in a roundtable discussion in which you discuss how the bus boycott demonstrated Tolstoy's belief that speaking honestly would change "the internal condition of men's lives." In a roundtable discussion all students are equal and everyone participates. Arrange your seats in a circle so that all participants can see one another. The teacher or a discussion leader may sit in the middle. Come to the discussion with an open mind and be prepared for a challenge!

Before the discussion, study the expectations on the next page.

## REMEDIATION

The selection from Tolstoy's *Writings on Civil Disobedience and Nonviolence* will be extremely challenging for struggling readers to understand on their own. Read the entire excerpt aloud. Then focus students' attention on one or two sentences or clauses that relate directly to the events of Robinson's memoir.

Expectations for Discussion	
Listening	Speaking
Listen respectfully. Look at speaker. Follow text references. Take notes on what the speaker is saying. Write down follow-up questions.	Speak at least two times. Refer to text to support conclusions. Ask questions. Explain and justify (offer reasons to support your opinion). Invite comment.

Prepare for your discussion by thinking about your response to the following question:

- Is Tolstoy correct in saying that all that is needed to change public opinion is for people to speak honestly about their beliefs? Why or why not?

As you participate in the discussion, you will need to support your conclusions with details from Tolstoy and from the other text you read, *The Montgomery Bus Boycott and the Women Who Started It*. You should also find information in support of your opinion from two other resources. Bring these to the discussion so that you can refer to them accurately.

In your response journal, create the following chart to refer to during the discussion.

Detail from the Text	How It Supports Your Opinion

## Chapter 16 (continued)

### Assessment

#### On Your Own: Integrating Ideas

In addition to the research topics suggested, students may also be interested in the Baton Rouge bus boycott of 1953. This eight-day boycott led by Reverend T. J. Jemison, pastor of Mount Zion First Baptist Church, ended in a compromise about segregated seating. It also set the stage and the standards for the Montgomery boycott two years later. Have students consider this question: *Was the Baton Rouge boycott compromise fair to the people served by the buses? Why or why not?*

Follow these steps for the roundtable:

1. The discussion leader (teacher or student) begins by asking the questions: Was Tolstoy correct about the effect on public opinion of people speaking honestly about their beliefs? Why or why not?
2. Allow each member the chance to reply to the question. Do not move on to the follow-up questions until each member has spoken.
3. Take notes on comments you disagree with or you have questions about. Write down what was said and who said it.
4. Go around the circle again and allow everyone to ask a follow-up question. Questions should be directed to the person who made the original comment. Try phrasing your questions in these ways:
  - How does Tolstoy think speaking honestly will help change public opinion?
  - Which of Tolstoy's words or phrases do you feel are most likely to have inspired actions like the Montgomery bus boycott? Why?
  - Explain what you mean by . . . .
  - Who agrees/disagrees with (name of participant)? Why?
5. Close the discussion by having everyone respond to the following question:
  - What lessons can be learned about nonviolent protest in America or in the world today?
6. Reflect on your participation in the discussion by considering the following questions:
  - What evidence did you see of people actively listening and building upon others' ideas?
  - How has your understanding of the chapter texts been affected by this discussion?
  - What would you like to do differently as a participant during a roundtable discussion?

Your participation will be graded using the following rubric.

Use the following guidelines for your roundtable discussion.	
<i>To receive the highest score (4.0), the discussion must meet all of these criteria.</i>	<p>During the roundtable discussion, you should</p> <ul style="list-style-type: none"><li>• demonstrate respect, offer insight, and effectively contribute to the discussion more than once.</li><li>• offer thoughtful feedback and encourage other students to participate.</li><li>• offer reasonable arguments supported by the texts.</li><li>• listen effectively and respond to speakers with clear, thoughtful feedback.</li><li>• demonstrate that you have read the texts carefully.</li></ul>

### On Your Own: Integrating Ideas

1. The Montgomery bus boycott became celebrated as a central event in the American civil rights movement. How successful was the boycott in eliciting changes to the transit system rules? Go online and read about the effects of the boycott at [www.montgomeryboycott.com](http://www.montgomeryboycott.com).
2. Rosa Parks was not just a seamstress who was “tired from work.” She was also the secretary for the local NAACP chapter who had taken a class on nonviolent civil disobedience. In fact, in her autobiography, Rosa Parks wrote, “People always say that I didn’t give up my seat because I was tired, but that isn’t true. . . . No, the only tired I was, was tired of giving in.” What might have led Jo Ann Robinson to downplay Parks’s background as a civil rights activist in her leaflet and again in her memoir? What message was Robinson hoping to send by making Rosa Parks seem like an average person? Discuss the meaning of the “Rosa was tired” myth.
3. Read more about Claudette Colvin, the girl whose arrest for resisting bus segregation inspired Rosa Parks. Check your library for the book *Claudette Colvin: Twice Toward Justice* by Phillip Hoose or look for the *New York Times* article “From Footnote to Fame in Civil Rights History.” You could also listen to the NPR radio story “Before Rosa Parks, There Was Claudette Colvin.”



The Montgomery civil rights bus boycott exhibit inside the National Civil Rights Museum in Montgomery, Alabama.



## Chapter 16 (continued)

### Assessment

## Connect to Testing

RI.9–10.3,6,8

This Connect to Testing section focuses on the skills of analyzing arguments, claims, and support; determining an author’s point of view; and evaluating whether evidence is relevant and sufficient. Encourage students to answer the questions on their own, to compare their answers with those of a partner, and to choose an answer on which they both agree.

### Answers to questions:

1. C. The key word in the question is *effect*. Look for the answer that explains what happened to the protesters as a result of the boycott. Choice C uses the word *response*, which can be a synonym for *effect*. The sentence comes after the protest and describes the feelings of those who had participated. (DoK 2)
2. B. Answering a question about organization requires students to consider the text as a whole. They should look for the answer that describes Tolstoy’s approach throughout the passage. Choice B correctly states that Tolstoy lists faulty solutions and then presents his own claim of what is needed: “a change in public opinion” in contrast to these ineffective methods. (DoK 2)
3. B. This question asks students to identify the specific reason to support the action of a bus boycott. Only choice B identifies why a boycott would be an effective protest: denying the bus system income from its African American customers would eventually bankrupt it. (DoK 3)

(continued)

## Connect to Testing

In this chapter, you practiced identifying the ways authors introduce and develop their ideas. You were asked to analyze an author’s claims, including how they are refined and whether they are supported by valid reasoning. The following questions will give you practice answering questions on these skills.

1. Which of the following sentences shows the protesters’ reaction to the boycott?
  - A. *Just like me, the two students felt a sense of satisfaction at being able to contribute to the cause of justice.*
  - B. *There was open respect and admiration in the eyes of many whites who had looked on before, dubious and amused.*
  - C. *Many were themselves surprised at the response of the masses, and could not explain, if they had wanted to, what had changed them overnight into fearless, courageous, proud people, standing together for human dignity, civil rights, and, yes, self-respect!*
  - D. *When I told him that the WPC was staging a boycott and needed to run off the notices, he told me that he too had suffered embarrassment on the city buses. Like myself, he had been hurt and angry.*
2. How does Leo Tolstoy organize his ideas in the first paragraph of the excerpt from *Writings on Civil Disobedience and Nonviolence* on page 376?
  - A. He introduces the concept of public opinion and then describes examples of how it can be changed.
  - B. He lists ineffective ways that groups have tried to effect change and then makes his own claim about how to do it.
  - C. He begins by describing the methods that others have tried to solve society’s problems and then refuting each of those ideas one by one.
  - D. He proposes a system for taking action to change unjust conditions, then relates a series of events that illustrate the successful use of his proposal.
3. Which statement from the leaflet in *The Montgomery Bus Boycott* best represents the specific reason Robinson argues that a bus boycott will bring about a change in policy toward unfair treatment of African Americans?
  - A. *It is the second time since the Claudette Colvin case that a Negro woman has been arrested for the same thing.*
  - B. *... if Negroes did not ride the buses, they could not operate.*
  - C. *If we do not do something to stop these arrests, they will continue.*
  - D. *The next time it may be you, or your daughter, or mother.*

## REMEDIATION

**Connect to Testing:** Focus struggling readers on questions 1 and 3, which present less reading load yet are good examples of questions about relationships between content and structure and also of author’s intent. Read each question aloud and have students take turns reading the answer choices. As a group, discuss whether each choice is correct or incorrect until the group reaches a consensus about the correct answer.

4. How does Jo Ann Robinson introduce her description of making flyers to promote the bus boycott?
- She depicts the African American community's activities in the days following Rosa Parks's arrest.
  - She tells of her immediate response to the news of Parks's arrest, including her desire to stay off the bus.
  - She describes the previous boycott plans the Women's Political Council had made, which she put into action.
  - She recounts the phone call from Fred Gray, who prompted her to explain how she planned to respond.
5. Read the following excerpt from *The Montgomery Bus Boycott* and answer the question that follows.

In the afternoon of Thursday, December 1, a prominent black woman named Mrs. Rosa Parks was arrested for refusing to vacate her seat for a white man. Mrs. Parks was a medium-sized, cultured mulatto woman; a civic and religious worker; quiet, unassuming, and pleasant in manner and appearance; dignified and reserved; of high morals and a strong character. She was—and still is, for she lives to tell the story—respected in all black circles.

Based upon the description of Rosa Parks, the reader can infer that the author believes that

- Rosa's blameless character made her the ideal person to be the figurehead of the boycott.
- Rosa was not interested in changing unjust laws.
- White society had reason to believe that Rosa was an outsider sent to Montgomery to cause problems.
- Social activism is best carried out by a very assertive, vocal leader.

4. D. The word *introduce* should lead you to find the first mention of making flyers for the boycott and the events or ideas that directly led to it. These ideas are found in paragraph 7. Choice D provides the details that directly precede the idea of “calling for all bus riders to stay off the buses.” (DoK 2)
5. A. A close read of the excerpt reveals that the writer emphasizes Rosa's “quiet” and “unassuming” character and work in the community. Choice B is tricky, because the paragraph doesn't mention that Rosa was involved in the civil rights movement, but her choice to resist an unjust law is better evidence for the fact that she did want to make a difference for Blacks. There is no support for choice C, since Rosa was “prominent,” meaning she was well known in the community. Choice D is not supported by the passage, because the writer emphasizes that Rosa was “quiet” and “unassuming.” This supports the opposite side—that it was better to have an average, law-abiding person at the center of the boycott, instead of someone whites could attack as being rebellious and encouraging violence. (DoK 2)

## Practice Performance Task

A performance task evaluates your ability to comprehend selections of literature and informational text and then demonstrate your knowledge in writing. The task may begin with several multiple-choice or short answer questions on key vocabulary and the main ideas of the passage(s). The task culminates with a writing assignment.

Take the following performance task based upon selections from Unit 4. You will read several sources and answer questions. Finally, you will complete a longer writing task that will address the Unit 4 Essential Question: Can a simple idea bring about great change?

## Source #1

Read the following excerpt from *The Montgomery Bus Boycott and the Women Who Started It*. Then answer question 1.

They were sullen and uncommunicative, but they rode the buses. There was a silent, tension-filled waiting. For blacks were not talking loudly in public places—they were quiet, sullen, waiting. Just waiting!

Thursday evening came and went. Thursday night was far spent, when, at about 11:30 P.M., I sat alone in my peaceful single family dwelling on a quiet street. I was thinking about the situation. Lost in thought, I was startled by the telephone's ring. Black attorney Fred Gray, who had been out of town all day, had just gotten back and was returning the phone message I had left for him about Mrs. Parks's arrest. . . . Fred was shocked by the news of Mrs. Parks's arrest. I informed him that I already was thinking that the WPC should distribute thousands of notices calling for all bus riders to stay off the buses on Monday, the day of Mrs. Parks's trial. "Are you ready?" he asked. Without hesitation, I assured him that we were. With that he hung up, and I went to work.

- The repeated ideas in the first paragraph of the excerpt above emphasize that
  - the buses were still running after Rosa Parks's arrest.
  - the WPC already had a plan for a boycott in place.
  - blacks were uncertain how to take action.
  - many bus riders were afraid to talk about the arrest.
- Which of the following is the best summary of the entire excerpt of *The Montgomery Bus Boycott and the Women Who Started It* from Chapter 16?
  - Fred Gray, a black attorney, along with the WPC was instrumental in starting the Montgomery bus boycott.
  - Rosa Parks bravely refused to give up her seat on a Montgomery bus, an action that started a bus boycott that kick-started the civil rights movement.
  - Jo Ann Robinson and the WPC were instrumental in rallying African Americans to boycott Montgomery buses in protest of segregated conditions.
  - The Montgomery bus boycott began on Monday, December 5th, as a direct result of Rosa Parks's arrest after she refused to give up her seat.

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Practice Performance Task • Unit 4 465

## TELL!

You can turn this Performance Task into a group discussion by having a volunteer read the excerpt in Source 1 aloud. Have another volunteer read the first question and its answer choices. Together, eliminate the incorrect choices and give reasons why they are wrong. Try to reach consensus about the correct answer. Repeat with another question and then have students answer the rest independently.

## Practice Performance Task

## 9–10 STANDARDS

Reading Informational Text: 1, 2, 3, 8

Writing: 1, 4, 7, 8, 9, 10

Language: 1, 2

The purpose of this section is to prepare students for the types of performance tasks they will be completing on standardized testing. The task requires students to synthesize knowledge gained and skills developed throughout the unit. If used as test prep, review with students the process of answering multiple-choice questions, including eliminating answers that are clearly incorrect.

This performance task could be used as an assessment over Unit 4, instead of the Unit 4 assessment on pages 465–468. It could be completed entirely during class time. The task may be completed over two class periods by having students complete questions 1–6 and the planning stage of the writing task during one class period and then write the essay during the second class period. Another alternative is to assign the writing to be completed at home.

## Answers to Connect to Testing questions:

- C. The repeated phrases emphasize that they were "silent," "quiet," and "waiting." (DoK 2)
- C. Choice A is a supporting detail. Choices B and D focus on Rosa Park's role in the boycott but the entire excerpt emphasizes the role of Robinson and the WPC, which is not known by many people. (DoK 3)

(continued)

## Unit 4 Assessment (continued)

### Answers to Connect to Testing questions: (continued)

3. B. This is supported by the line that refers to the quill being “the hypodermic which inoculates men and keeps the germ of freedom always in circulation. No references support choices A and C. Although White calls himself “a knight of the goose quill,” this is not the same a warrior in choice D. (DoK 1)
4. A. In lines 3 and 4 of the second paragraph, White addresses Hitler’s words from the first paragraph. (DoK 2)

*(continued)*

### Source #2

Read the following excerpt from E. B. White’s essay “Freedom.” Then answer the questions that follow.

“I know,” wrote Hitler, “that one is able to win people far more by the spoken than by the written word. . . .” Later he adds contemptuously: “For let it be said to all knights of the pen and to all the political dandies, especially of today: the greatest changes in this world have never been brought about by a goose quill! No, the pen has always been reserved to motivate these changes theoretically.”

Luckily I am not out to change the world—that’s being done for me, and at a great clip. But I know that the free spirit of man is persistent in nature; it recurs, and has never successfully been wiped out, by fire or flood. I set down the above remarks merely (in the words of Mr. Hitler) to motivate that spirit, theoretically. Being myself a knight of the goose quill, I am under no misapprehension about “winning people”; but I am inordinately proud these days of the quill, for it has shown itself, historically, to be the hypodermic which inoculates men and keeps the germ of freedom always in circulation, so that there are individuals in every time in every land who are the carriers, the Typhoid Marys, capable of infecting others by mere contact and example. These persons are feared by every tyrant—who shows his fear by burning the books and destroying the individuals. A writer goes about his task today with the extra satisfaction which comes from knowing that he will be the first to have his head lopped off—even before the political dandies. In my own case this is a double satisfaction, for if freedom were denied me by force of earthly circumstance, I am the same as dead and would infinitely prefer to go into fascism without my head than with it, having no use for it any more and having no use for it any more and not wishing to be saddled with so heavy an encumbrance.

3. Based upon the passage, White compares the work of a writer to a
  - A. politician who makes laws that protect civil rights.
  - B. doctor who vaccinates against tyranny and fascism.
  - C. librarian who provides information about freedom.
  - D. warrior who fights for freedom.
4. How does White respond to Hitler’s suggestion that the written word only motivates the spirit “theoretically”?
  - A. He observes that humanity’s innate love of freedom has endured in spite of opposition.
  - B. He proclaims himself to be a knight of the quill who will boldly persuade people to oppose Hitler.
  - C. He praises martyrs who have given their lives to guarantee that freedom will continue.
  - D. He vows to give up his own life to further the cause of freedom and end Hitler’s tyranny.