

Barbara Mauch – St. Monica School-

Russell Freedman

Freedom Walkers – The Story of the Montgomery Bus Boycott

Scholastic Inc. 2006

Russell Freedman is a world famous author of non-fiction books. He calls himself a factual author. Mr. Freedman says lots of people think ‘non-fiction’ is less interesting & less important than fiction. Mr. Freedman’s connection to the book is that he seems to be focusing on people and the difficulties they have faced for their civil rights. His subjects include Marian Anderson, Chief Crazy Horse, The Immigrant Children, and of course, Abraham Lincoln.

Publisher’s Website:

www.houghtonmifflinbooks.com/catalog/authordetail.cfm?authorID=2865

A very short list of the more than 30 books he has written.

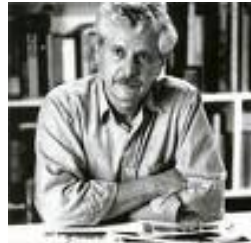
Give Me Liberty: The Story of the Declaration of Independence

Babe Didrikson Zaharias- Famous Woman Athlete

Eleanor Roosevelt: A Life of Discovery

Kids at Work: Lewis Hine and the Crusade against Child Labor

Awards: He has won a Newbery Award in 1987 for Lincoln: A Photobiography. He has also been honored three (3) times for other books. He also won a Sibert Medal and a Laura Ingalls Wilder Award.



ANNOTATION: Freedom Walkers is an excellent way to tell the story of the Bus Boycott. Most children know about Rosa Parks and the bus ride, but they don’t know what happened before and after that December day. This book tells about other citizens (African- American) of the city and how they helped themselves earn the civil rights guaranteed by the U.S. It was easy to read and follow. The reader becomes sympathetic to their cause. Mr. Freedman keeps it interesting and keeps us involved so we want to know how it ended.

GENRE: Non-fiction

POINT OF VIEW: Third Person

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THEME: The Civil Right Movement during the 50's and 60's. This is nonfiction and the title tells exactly what is in the book.

CONFLICT: The Montgomery Bus Boycott started by Rosa Parks, continued with the help of Martin Luther King, Jr. and other leaders of the Civil Rights Movement. The African American population had to ride in the back of the busses, and give up their seat if a white person needed it. The book also covers other barriers that the people faced.

CONFLICT RESOLUTION: After 481 days, and a ruling by the Supreme Court of the United States. The laws were changed.

CHARACTERS: African-Americans: Rosa Parks, 42 years old, a seamstress, longtime member of the NAACP; Martin Luther King, Jr., new young pastor in Montgomery; and E. D. Nixon, one of the leaders of the boycott. White people: Clifford, an attorney, and Virginia Dorr, his wife, who helped her and the boycotters. The mayor and sheriff were white racists.

SETTING: Montgomery, Alabama, December 1, 1955. Jim Crows laws were older, and more inclusive. The Civil Rights Movement is continues today.

INTEREST LEVEL: 3rd to 6th grades **READING LEVEL:** 5.5
From the back of the book, it says 8.6 grade level. Guided Reading Level is Z.

BOOKTALK: Do you know that Rosa Parks, was arrested for sitting in her seat? Do you know that once, she paid her dime, had to get out and then go in the rears steps and the bus driver took off and left her standing there. He had her dime. Do you know that school kids were handcuffed and hauled off the bus for not giving up their seat? Did you know that a white person and an African-American couldn't sit next to each other? Let's read this book and learn how a woman ended the problems with the busses.

DISCUSSION QUESTIONS:

Pre-reading questions.

Chapter 1 – Who is Jo Ann Robinson and why does it say he would hurt her under her picture? Page 5

Chapter 2 – What could have happened that would make this high school angry about her constitutional rights? Page 14

Chapter 3 – From Ms. Park's comment, do you think that she was tired after working all day as a seamstress? Page 23

Chapter 4 – Why would Martin Luther King, Jr. not want to be called a coward? What do you think that he will do? Page 36

Chapter 5 – What could other things could the boycotters do to help their friend and neighbors? Page 49

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Chapter 6 – Who do you think will be getting arrested and why would they be proud to be arrested? Page 56

Chapter 7 – What would the people (that stayed off the busses) call a victory? Page 75

Chapter 8 – Were the problems for the African-American people over and why should the children be told this story? Page 89

During Reading Questions:

Chapter 1 – Why didn't Jo Ann Robinson know she couldn't sit in the front seats of the bus? Page 5

Chapter 2 – What kind of student was Claudette Colvin? In which class was she really paying attention? What did she keep saying? Page 15 and 17

Chapter 3 – Who helped Rosa decide to become the test case for ending segregation on the busses? Page 31

Chapter 4 – Why did Martin Luther King, Jr. shout out "I am not a coward?" Page 42

Chapter 5 – What was one way that the people were getting to work, if not riding the busses? Page 51

Chapter 6 – What happened when Martin Luther King, Jr. was arrested? Page 63

Chapter 7 – When the people finally started riding the busses again, what were they told by their leaders? Page 85

Chapter 8 – What kinds of violence continued after the Supreme Court Decision? Page 89-90

Post-reading Questions

Chapter 1 –Jo Ann Robinson –Can you understand her anger at being forced off the bus? How would you feel? Page 8

Chapter 2 –Claudette Colvin _ Do you think it was fair to put handcuffs on teenagers who wouldn't give up a seat on a bus? Page 16

Chapter 3 – Rosa Parks – Why was Rosa Parks chosen for the lawsuit against the bus company? Page 23

Chapter 4 – Martin Luther King, Jr. - Why did the people of the boycott choose King to be their spokesman? Why would the white people want to bomb his house? Page 43

Chapter 5 – Boycott Heroes – What kind of things did the regular people do to help with the boycott? Would you be willing to help and is there anything else they could have done? Page 1

Chapter 6 – Proud to be Arrested – What are some the things that the people could be arrested for. How did some of the white people feel about the boycott? Page 62

Chapter 7 – Walking to Victory – After 381 days, and a Supreme Court Decision that ended segregation, what were some of the things the riders were told to do? Why? P. 75

Chapter 8 – The Children Coming On – What were some of the other violent things did the White Citizen's Council do? What happened to Rosa Parks? What happened to Martin Luther King, Jr.? Pages 96 and 97.

LANGUAGE – SPELLING

1. Racial Segregation: Separation of black and white people Page 1.
2. Supremacy: Being the best of all. Page 1
3. Discriminated: a verb meaning to favor one group over another. Page.1
- 4.. Courteous: being polite and mannerly Page 11
5. Scrutiny: being very closely watched or looked at. Page 20
6. Mutilated: damage done to a dead person’s body. Page 32
7. Recognizance: released from jail without having to pay bail. Page 63.
8. Boycott: to stay away from. Page 56.

STANDARDS:

- 3.1.2 Read words with several syllables
- 3.1.6 Use sentence and word context to find the meanings of unknown words
- 3.3.3 Determine what the characters are like from their actions

- 4.1.2 Read words with several syllables
- 4.1.3 Understand structural features
- 4.2.3 Understanding characters
- 4.3.3 Understanding cause of actions

- 5.1.2 Vocabulary
- 5.2.2 Structural Features
- 5.2.3 Comprehension
- 5.2.4 Comprehension
- 5.2.5 Reading Expository

Social Studies:

- 3.2.2 Democratic Principles
- 3.3.9 Cultural Differences
- 3.4.4 Interdependence in a community

- 4.9.13 Identify important events like Civil Rights in Indiana

- 5.1.19 Primary and Secondary Sources
- 5.2.5. The Bill of Rights
- 5.2.8 Roles of Citizens
- 5.2.9 A Way to Voice Opinions
- 5.2.10 Contemporary Issues

ANTICIPATION STATEMENTS: True or False

1. Rosa Parks is an American hero.
2. The people of Montgomery, Alabama walk because the bus ride costs too much for the poor people.

3. Martin Luther King, Jr. lived about 100 years ago, just after the slaves were freed.
4. The African-American people in the south couldn't eat in the same restaurant, go to the same movies, or drink water from the same water fountain as the white people.
5. No one was injured or injured during this period of the bus boycott.
6. The people stayed off the busses for 381 days.
7. Working together helps people achieve more.

READ-ALOUD PASSAGES

1. Chapter – Introduction - Pages 1-3, gives a nice overview of the south at this time.
2. Chapter - Pages 63 -65, describes Rev. King's first arrest and the bombing of his home.

IF YOU LIKE... YOU WILL LIKE

1. The Voice that Challenged a Nation: Marian Anderson and the Struggle for Equal Rights. Russell Freedman, 2005
2. Martin Luther King, Jr. Kathy Kristensen, 1993
3. Rosa Parks, Eloise Greenfield, 1973
4. Dear Mrs. Parks, Rosa Parks with Gregory J. Reed, 1996
5. Life and Death of Crazy Horse, Russell Freedman, 1996
6. The Adventures of Marco Polo, Russell Freedman, 2006
7. Lincoln, A Photobiography, Russell Freedman 1987 (Newbery Award Winner)

ACROSS THE CURRICULUM CONNECTIONS

1. Social Studies - Research Martin Luther King, Jr. "I have a Dream Speech"
 Social Studies 5.2.10 --Social Studies 4.1.13—Social Studies 3.2.5 Good Citizen
www.usconstitution.net/dream.html
www.americanrhetoric.com/speeches/mlkhaveadream.htm.
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2. Music - Learn and sing "We will Overcome"
 Standards 3.1.3 Songs from different cultures. 3.9.1 Music for Special Occasions
 4.9.1 Music from Historical Times
 5.9.1 Music from Historical Times
www.freemusic.about.com/od/toptens/tp/CivilRightsSongs.htm

RESOURCES:

Martin Luther King, Jr. was just starting his life as a civil rights leader. The book takes place in 1955, and the I Have a Dream Speech was given in 1963.
 A biography - I've Seen the Promised Land: The Life of Martin Luther King, Jr. Walter Dean Myers, (New York, HarperCollins, 2004)
 To read the speech - www.usconstitution.net/dream.html.
 To hear the speech - www.americanrhetoric.com/speeches/mlmihaveadream.htm.

"We Shall Overcome"

To hear the song: www.freemusic.about.com/od/toptens/tp/CivilRightsSongs.htm
 To learn the history: www.loc.gov/teachers/lyrical/songs/overcome.html

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BOOK ACTIVITIES:

1. Make brown bag puppets, write a short script of the story of Rosa Parks on the bus.
4 students, Rosa, bus driver, policeman, white man.
Standards: Grade 3- 3.7.13 Present a dramatization
Grade 4 -4.5.1 Tell a story (narrative)
Grade 5 –5.5.1 Show a story
2. Using the book – Freedom Walkers, create a time line starting at December 1, 1955, until December 21, 1956. Name at least two events in each chapter. Work in pairs (see worksheet).

Standards: Sequential and logical order: 3.2.9
Distinguish between cause and effect: 4.2.6.
Sequencing and Chronological order 5.2.2

BIBLIOGRAPHY:

Advanced search at the Zionsville Public Library to find the read-alike books.

Author's sites: Houghton Mifflin Books www.houghtonmifflinbooks.com.

Scholastic: www2.scholastic.com/browse/contributor.jsp?id=1766

Civil Rights: www.ala.org/ala/booklinksbucket/civilrights.cfm
www.civilrightsmuseum.org

Indiana Standards: www.doe.in.gov/standards/welcome2/html

Martin Luther King, Jr. www.usconstitution.net/dream/html

www.americanrhetoric.com/speeches/mlkihavedream.htm

Music www.loc.gov/teachers/lyrical/songs/overcome.html

www.freemusic.about.com/od/toptens/tp/CivilRightsSongs.htm

Instructions for the puppets: work as a foursome.

Make and decorate the brown paper bag, given to you by the teacher. You may use crayons, markers. Make Rosa, bus driver, policeman, the white man who took her seat.

Write a short scrip, tell the story of her time on the bus. Make sure all four characters have words to say.

Instructions for Time-Line: work in pairs.

List each month separately.

December, 1955, January, 1956, February, March, April, May, June, July, August, September, October, November, December, 1956 and January, 1957.

Find two events in each chapter and place them in the proper places on the timeline.

You can make it either top to bottom or side to side time-line format.

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