

Learning Objectives

The goal of this exemplar lesson is to give secondary students an opportunity to explore targeted passages of complex text. Students will, through close examination of primary source documents and the use of text-dependent questions, recognize complex perspectives on the civil rights movement. Vocabulary is learned from context and writing fosters a deeper understanding of varying viewpoints. The lesson, rich in historical content, culminates in an evidentiary writing activity. Teachers may need to further scaffold the activities to address individual students' needs depending on the intent of the lesson and specific learners' needs.

Rationale: This lesson explores the intricate relationship between a writer's perspective and literary form. Through close readings of two historical events of the civil rights era—the 1955 Montgomery Boycott and the assassination of Dr. Martin Luther King, Jr.—the student will examine and interpret both the personal perspective of historical content and the similar themes in these literary works.

Text Title(s): **“Montgomery Boycott** (Coretta Scott King), p. 882 and **“A Eulogy for Dr. Martin Luther King Jr.”** (Robert F. Kennedy), p. 893
McDougal Littell Literature, pp. 880 - 895
Genre/Text Structure: Literary Nonfiction (Memoir) - (Speech)

Targeted Text Selections – “Montgomery Boycott (Coretta Scott King), p. 882
882, lines 1- 12, p. 886 lines 93-107, and p. 887 lines 128 – 144
“A Eulogy for Dr. Martin Luther King Jr.” (Robert F. Kennedy), p. 893

Common Core State Standards (CCSS)
[RL.9–10; RI.9-10; W.9-10; SL.9-10]
<http://www.corestandards.org>

LACC.910.RI.1.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.910.RI.1.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LACC.910.RI.2.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

LACC.910.L.3.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

LACC.910.L.3.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson Sequence

PERFORMANCE TASK /CULMINATING INDEPENDENT WRITING ASSESSMENT:

- Write a well-supported two-page literary analysis of the purpose and the point of view in Coretta Scott King’s memoir, “Montgomery Boycott.” Cite textual evidence of the author’s portrayal of her husband.

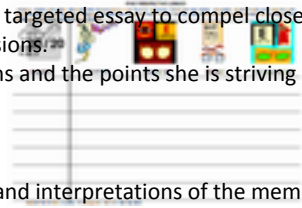
Activity 1:

GUIDING QUESTION(S):

- What is Coretta Scott King’s primary purpose in writing this memoir?
 - What does the author’s writing reveal about her values, feelings, beliefs, and experiences in 1955 Alabama?
 - How does King balance the use fact or opinion in her portrayal of her husband?
1. Use Communication, Information and Media connections at www.classzone.com, www.discovereducation.com, or other online resources to explore images capturing the cultural and historical events of the first large scale protest for African Americans.
 - The Montgomery Bus Boycott [02:42] at <http://player.discovereducation.com/index.cfm?guidAssetId=F1541348-6EB9-4397-879D-5ABF9E9E72CE&blnFromSearch=1&productcode=US>
 - The Montgomery Bus Boycott [01:53] at http://www.pbs.org/wqbh/amex/eyesonthepize/resources/vid/02_video_bus_qry.html
 2. Each student will read Coretta Scott King’s memoir, first independently, then through closer analytical reading. It is essential that students grapple with challenging text on their own as frequently and independently as possible.

Activity 2:

1. Returning to the essay, the teacher will lead students through a set of text-dependent questions from the targeted essay to compel closer rereading and analysis. The targeted text should be in front of the students as they engage in their discussions.
2. Use the Five Perspective Lenses graphic to look closely at Mrs. King’s point of view. Examine her intentions and the points she is striving to make. Consider what King is conveying through her choice of anecdotes and descriptions.
3. Model the technique for students by thinking aloud and explaining your thought process for several examples.
4. Students collaboratively (one-on-one, in groups, and teacher-led) to discuss and write initial impressions and interpretations of the memoir through the five lenses.



Activities 3 and 4:

GUIDING QUESTION(S):

- How are the beliefs, values and feelings expressed in Coretta Scott King’s memoir depicted through Jacob Lawrence’s art?
 - What is revealed in Jacob Lawrence’s paintings? What stories are created in the images?
 - How did the artist use symbols to convey important ideas about the 1950s and 1960s?
1. Display or provide copies of Jacob Lawrence’s paintings, *Confrontation at the Bridge*, *The Ordeal of Alice*, or *Ironers*.
 2. Students collaboratively (one-on-one, in groups, and teacher-led) identify and analyze the symbols used in Jacob Lawrence’s paintings.
 3. Explain how the symbols, colors, and visual images represent an idea or express a theme found in Coretta Scott King’s memoir, “Montgomery Boycott.”
 4. Write a summation of the visual clues the artist uses to suggest state of mind and convey the theme.

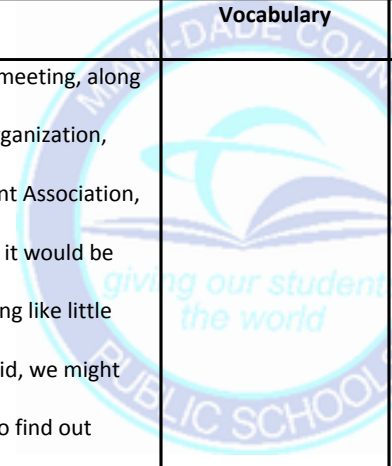
Activity 5:

GUIDING QUESTION(S):

- Martin Luther King Jr. is often viewed as a larger-than-life icon of the civil rights struggle. How does the author’s portrayal of her husband make him seem more “human”?
1. Conduct a final discussion of text-dependent questions and allow time for students to complete notes on both the objective and subjective views of Mrs. King.
 2. Students prepare to write a documented response to explain the purpose and the point of view in Coretta Scott King’s memoir, “Montgomery Boycott.” Use the graphic organizers, summation statements, and personal response notes to write a well-supported response.
 3. Allow an extended amount of time for students to write a 2-page documented response. Use the 30-point mode-specific rubric to score the summative assessment.

Targeted Text Selection - “Montgomery Boycott” p. 882, lines 1- 12	Vocabulary	Teacher Activities and Techniques Text-Dependent Questions
<p>1 Of all the facets of segregation in Montgomery, the most degrading were the rules of the Montgomery City Bus Lines. This northern-owned corporation outdid the South itself. Although seventy percent of its passengers were black, it treated them like cattle—worse than that, for nobody insults a cow. The</p> <p>5 first seat on all buses were reserved for whites. Even if they were unoccupied and the rear seats crowded, blacks would have to stand at the back in case some whites might get aboard; and if the front seats happened to be occupied and more white people boarded the bus, black people seated in the rear were forced to get up and give them their seats.</p>	<p><u>underlined words:</u> insufficient contextual clues</p> <p>BOLD words: Tier Two words</p>	<p>GUIDING QUESTION(S):</p> <ul style="list-style-type: none"> • What is Mrs. King’s primary purpose in writing this memoir? • What does Mrs. King’s writing reveal about her values, feelings, beliefs, and experiences in 1950s Alabama? • How does Mrs. King portray her husband? <p>Return to the text, and ask students a small set of guiding questions about the targeted section.</p> <p>(Q1) What does Coretta Scott King reveal about her values and experiences in this excerpt?</p> <p>Possible answer. Mrs. King reveals her Christian ideals in contrast to the evil system in place in Montgomery. She clearly shows her revulsion and disgust at the experiences of the bus</p>

<p>10 Furthermore—and I don't think northerners ever realized this—blacks had to pay their fares at the front of the bus, get off, and walk to the rear door to board again. Sometimes the bus would drive off without them after they had paid their fare. This would happen to elderly people or pregnant women, in bad weather or good, and was considered a joke by the drivers. Frequently the white bus drivers abused their passengers, calling them ..., black cows, or black apes. Imagine what it was like, for example, for a black man to get on a bus with his son and be subjected to such treatment.</p>		<p>riders.</p> <p>(Q2) What tone is revealed through the word choice in this excerpt?</p> <p>Possible answer. Mrs. King is outraged at the treatment of good citizens in Montgomery; (line 1- degrading, line 4 ..treated them like cattle..., line 14..considered a joke..., line 15 – black cows, or black apes).</p>
<p>p. 886 lines 93-107</p> <p>93 Martin came home late Sunday night and began to read the morning paper. The long articles about the proposed boycott accused the <u>NAACP</u> of planning</p> <p>95 Mrs. Parks on the bus—she had been a volunteer secretary for the Montgomery chapter—and likened the boycott to the tactics of the <u>White Citizens Councils</u>. This upset Martin. That awesome conscience of his began to gnaw at him, and he wondered if he was doing the right thing. Alone in his study, he struggled with the question of whether the boycott method was basically unchristian.</p> <p>100 Certainly it could be used for unethical ends. But, as he said, “We were using it to give birth to freedom...and to urge men to comply with the law of the land. Our concern was not to put the bus company out of business, but to put justice in business.” He recalled Thoreau’s words, “We can no longer lend our cooperation to an evil system,” and he thought, “He who accepts</p> <p>105 evil without protesting against it is really cooperating with it.” Later Martin wrote, “From this moment on I conceived of our movement as an act of massive noncooperation. From then on I rarely used the word ‘boycott.’”</p>	<p>line 92-NAACP: National Association for the Advancement of Colored People, a prominent civil rights organization</p> <p>line 96 tactics: a planned action or maneuver to reach a certain goal</p> <p>line 96-White Citizens Councils: groups formed to resist the 1954 Supreme Court decision to desegregate the school</p>	<p>(Q3) What does Mrs. King reveal about her feelings in this excerpt?</p> <p>Possible answer. CSK reveals both the troubling historical events occurring and also her profound uncertainty about the outcome. She provides both verifiable historical facts and also her personal opinions and observations. Historical facts (lines 94-96)—the paper’s report of the boycott, boycotts had failed in other cities, the buses were empty. Personal opinion (lines 97-99)—Martin’s state of mind, inner struggle, and their doubts about the possibility of success. It is evident in this excerpt that CSK had ultimate confidence in her husband.</p> <p>(Q4) What does Mrs. King’s description of Sunday evening with her husband reveal about her perspective?</p> <p>Possible answer. Mrs. King values the opinion of her husband and has profound confidence that he will act with insight. She believes that the African-American ministers have wisdom, experience, and knowledge of how to proceed with the Rosa Parks incident. Based on her statements, you can infer that like her husband, she places high value on becoming informed. She is spiritually prayerful about issues and thoughtfully ponders them, rather than oversimplifying matters or taking things for granted without really understanding the full impact.</p> <p>(Q5) Reread lines 97- 105. What do you learn about Martin Luther King’s traits in this passage? What impression does CSK portray?</p> <p>Possible answer. Dr. King is a contemplative, quiet, calm man who deeply considers the implications of his actions. He draws on the sage advice of Thoreau.</p>
<p>p. 887 lines 128 – 144</p> <p>128 He picked up Ralph Abernathy and they cruised together around the city. Martin told me about it when he got home. Everywhere it was the same—a few</p> <p>130 white people and maybe one or two blacks in otherwise empty buses. Martin and Ralph saw extraordinary sights—the sidewalks crowded with men and women trudging to work; the students of Alabama State college walking or thumbing rides; taxicabs with people clustered in them. Some</p>	<p>line 139-ordiance: a regulation, a law, a rule</p>	<p>(Q6) What can you infer about Mrs. King from the incident described in lines 128-144??</p> <p>Possible answer. Mrs. King reveals her tremendous pride in the religious leadership of Montgomery. According to Mrs. King, the religious leadership played a powerful and key role, in the Montgomery boycott through both its ability to organize and inspire the boycotters and through Martin Luther King’s strong religious faith and the values of nonviolence and brotherhood that he conveyed to his community.</p> <p>(Q7) How does the historical context of the memoir help you</p>

<p>of our people rode mules; others went in horse-drawn buggies. But most of them were walking, some making a round-trip of as much as twelve miles. Martin later wrote, “As I watched them I knew that there is nothing more majestic than the determined courage of individuals willing to suffer and sacrifice for their freedom and dignity.” Martin rushed off again at nine o’clock that morning to attend the trial of Mrs. Parks. She was convicted of disobeying the city’s segregation ordinance and fined ten dollars and costs. Her young attorney, Fred D. Gray, filed an appeal. It was one of the first clear-cut cases of an African American being convicted of disobeying the segregation laws—usually the charge was disorderly conduct or some such thing.</p>		<p>understand the author’s feelings?</p> <p>Possible answer. African Americans realized their power to affect their society. They realized that they were able to change things through nonviolent action. The bus boycott of 1955 was extremely controversial, and feelings ran high. African-Americans facing the unjust ridership laws found themselves with a difficult emotionally charged dilemma: peacefully resist and risk being injured for the cause or continue to give in to the unjust treatment. African-Americans who participated in the bus boycott sacrificed time, convenience, and comfort by walking to work and school instead of taking the bus. The boycotters were “willing to suffer and sacrifice” (line 137) to fight racist policies in their society—the city of Montgomery—that were undermining their “freedom and dignity” (line 137). The pressure on African-Americans was enormous, which helps readers understand why the author’s reporting is proud, but emotionally charged.</p>
<p>Targeted Text Selection p. 887-888 lines 148 - 162</p>	<p>Vocabulary</p>	<p>Teacher Activities and Techniques Text-Dependent Questions</p>
<p>148 Fear was an invisible presence at the meeting, along with courage and hope. Proposals were voiced to make the organization, which the leaders decided to call the Montgomery Improvement Association, or MIA, a sort of secret society, because if no names were mentioned it would be safer for the leaders. E.D. Nixon opposed that idea. “We’re acting like little boys,” he said. “Somebody’s name will be known, and if we’re afraid, we might just as well fold up right now. The white folks are eventually going to find out anyway. We’d better decide now if we are going to be fearless men or scared little boys.” That settled the question. It was also decided that the protest would continue until certain demands were met. Ralph Abernathy was made chairman of the committee to draw up the demands. Martin came home at six o’clock. He said later that he was nervous about telling me he had accepted the presidency of the protest movement, but he need not have worried, because I sincerely meant what I said when I told him that night: “You know that whatever you do, you have my backing.”</p>		<p>GUIDING QUESTION(S):</p> <ul style="list-style-type: none"> How does the author’s portrayal of her husband make him seem more “human”? What are the likely consequences if her husband decides to oppose the bus law? If the laws are followed? <p>(Q8) Analyze Mrs. King’s feelings about the cooperation among members of the African-American community.</p> <p>Possible answer. Mrs. King recognized the nature of a boycott, in which a group stops doing something in order to protest, made teamwork necessary for the Montgomery boycott to be a success. Some examples of this teamwork include:</p> <ul style="list-style-type: none"> Someone needed to organize what was to happen so E. D. Nixon, known in civil rights circles, agreed to organize the boycott (lines 40–42). The organizers needed meeting places, so Martin Luther King Jr. and another minister offered their churches (lines 48–49). African-American ministers agreed to tell people at church on Sunday about the boycott that was planned for the following day (lines 67–71). Other means of transportation had to be arranged for people; Martin Luther King Jr. and others persuaded taxi companies and people with cars to help during the boycott (lines 76–78). Coretta Scott King stayed home and answered the phone, taking and relaying messages and making arrangements (lines 80–82). People worked on a committee to write up demands (lines 156–158). So many people attended the meeting at Holt Street Baptist Church that Martin Luther King Jr. and Ralph Abernathy could not get to the church when the

		<p>arrived. The crowd worked together to pass the two men overhead (lines 174–178).</p>
		<p>(Q9) What historical perspective is provided in the memoir? Is the author’s depiction of her husband and his role in the Montgomery boycott objective or not objective? Support your answer with details from the memoir.</p> <p>Possible answer.</p> <p><i>Mrs. King is both objective and subjective in the memoir. Evidence that the memoir is not fully objective include: The author is a proponent of NAACP and civil rights because there is no equity in the treatment of citizens. The author believes in group cooperation and solidarity, a willingness to make personal sacrifices and a belief in a cause; the following details provide textual evidence: (lines 24-26, line 162, lines 181-182 and line 217).</i></p> <p><i>Mrs. King maintains an objective tone in sections of the passage. The author does not start the memoir by praising her husband but rather by framing the event with a description of how African Americans were treated on the buses in Montgomery (lines 1–17). Other examples can be found in lines 20-22, in direct quotes from her husband for interpretation by the reader.</i></p>



<p>Intertextual Connections:</p> <p>Confrontation at the Bridge</p>		<p>GUIDING QUESTION(S):</p> <ul style="list-style-type: none"> • How are the beliefs, values and feelings expressed in Coretta Scott King’s memoir depicted through Jacob Lawrence’s art? • What is revealed in Jacob Lawrence’s paintings? What stories are created in the images? • How did the artist use symbols to convey important
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2013-20





The Ordeal of Alice		ideas about the 1950s and 1960s? (Q10) The students will choose a picture by Lawrence and write at least a three paragraph summation of the visual clues the artist uses to suggest state of mind and convey the theme.
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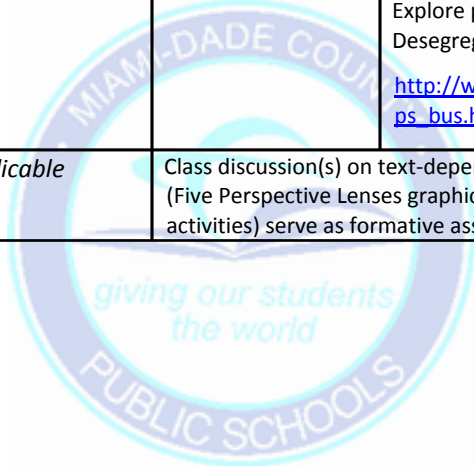



<p>Ironers</p>		<p>Possible answer. <i>Jacob Lawrence’s art reflects the suffering and violence of the Civil Rights Movement. Lawrence tells modern stories with these pictures and uses symbols as well as figures.</i></p> <ul style="list-style-type: none">• Confrontation at the Bridge (1975) shows a moment during a Civil Rights march lead by Martin Luther King. Where is the figure located? How does the figure relate to the space around it? Lawrence uses
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2013-2014

		<p>the composition symbolically to express the idea of discrimination.</p> <ul style="list-style-type: none"> • <i>The Ordeal of Alice (1963)</i> shows an African-American school girl surrounded by grotesque figures of hate. Obviously, she is one of the first to integrate a public school. Lawrence frequently conveyed meaning through his placement and poses of figures. • Jacob Lawrence was a master at using poses and gestures to convey mood. Are the figures in <i>Ironer</i> happy and joyful? What visual clues does the artist give to suggest state of mind? Look at the shape of their shoulders, the position of their heads, and the lines of their arms.
<p>More Cross-Genre Connections</p>		<p>Explore primary sources documents about “Rules for Riding Desegregated Buses” if appropriate for your classroom.</p> <p>http://www.pbs.org/wgbh/amex/eyesonthepize/sources/ps_bus.html</p>
<p>Formative Assessment/Rubrics, if applicable</p>		<p>Class discussion(s) on text-dependent comprehension questions, writing responses (Five Perspective Lenses graphic, reader response journals, summations, or prewriting activities) serve as formative assessments.</p>



<p>Summative Assessment/ Culminating Independent Writing Task</p> 	<p>Martin Luther King Jr. is often viewed as a larger-than-life icon of the civil rights struggle. How does the author’s portrayal of her husband make him seem more “human”? Support your answer with examples from the memoir.</p> <p>Possible answer. A 30-point mode-specific rubric defines the writing expectations for the summative assessment.</p> <p><i>The author portrays Martin Luther King Jr. as more human by including details about his private actions and feelings. Evidentiary details include:</i></p> <ul style="list-style-type: none"> • He felt nervous before a meeting (lines 51–52). • He was concerned about people’s real lives in addition to being concerned about their spiritual lives (lines 57–62). • He had a sense of humor; he laughed about the white press’s accidental publicizing the boycott (lines 89–90). • He was deeply concerned about what he was doing and whether it was the right thing to do. He worried about whether the boycott conflicted with his religious values (lines 97–99). • He was realistic when he doubted whether the boycott would work (lines 111–115).
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	<ul style="list-style-type: none"> <i>In addition to being an activist, he was a husband; he worried that his wife would be upset with him for taking on great responsibility in the Movement (lines 159-160).</i>
<p>Extension Activities/Further Resources</p>	<p>Technology: www.discovereducation.com – (see links embedded in pacing guide) www.classzone.com</p> <p>Graphic Organizers at www.classzone.com</p>
<p>English Language Learner (ELL) Resources and Strategies</p>	



Key Academic Vocabulary



Vocabulary Idioms/Phrases/Ideas/Figurative Language/ Sayings

Note: Assign the expressions to different groups of students and ask them to paraphrase them. The product of this activity should be shared and discussed in the class.

Background Content

Writing Task



Use McDougal Littell Easy Planner under Best Practices Toolkit, Word Squares page E10 with Transparency E33

Work with the following vocabulary:

Page 882, lines 1-12

Segregation, degrading, outdid, unoccupied, rear, furthermore, fares

Page 886, lines 93-107

Proposed, boycott, planting, likened, awesome, wondered, struggled, unchristian, unethical, urge, comply, evil, conceived, rarely. (Through this reading there are several words with prefix “un”, discuss the meaning of this prefix)

Page 887, lines 128-143

Otherwise, sights, trudging, clustered, majestic, courage, freedom, dignity, trial, convicted, ordinance, attorney, appeal, disorderly.

Pages 887-888, lines 148-162

Fear, hope, proposal, voiced, eventually, fearless, certain, demands, chairman, whatever

Note: Have students work in groups, assign the words depending on the section you’re working with to make the activity shorter and much more engaging.

Explain these phrases, expressions to students and then help students paraphrase them.

Page 882, lines 1-12

“...northern-owned corporation”

“...treated them like cattle”

Page 886, lines 93-107

“...accused the NAACP of planting Mrs. Parks on the bus.”

“...began to gnaw at him.”

“...give birth to freedom”

“...comply with the law of the land”

“...put the bus company out of business, but to put justice in business”

“...He who accepts evil without protesting against it is really cooperating with it”

“...an act of massive noncooperation”

Page 887, lines 128-143

“...cruised together around the city”

“...thumbing rides”

“...horse drawn buggies”

“...making a round-trip”

“...clear cut case”

Pages 887-888, lines 148-162

“...acting like little boys.”

“...might as well fold up right now.”

“...until certain demands were met.”

“...draw up the demands”

“...you have my backing”

To learn about the author, direct students to the **Literature Center** at www.classzone.com, there is important information about Coretta Scott King, author of this memoir.

Writing activity - Have the students answer the following question:

The author refers to King’s fabulous ability to speak to the people. What does the author mean by this? Reflect on the picture on page 889 of your Literature Book.

Use the template found in www.classzone.com entitled “Response to literature” to guide the students’ writing.

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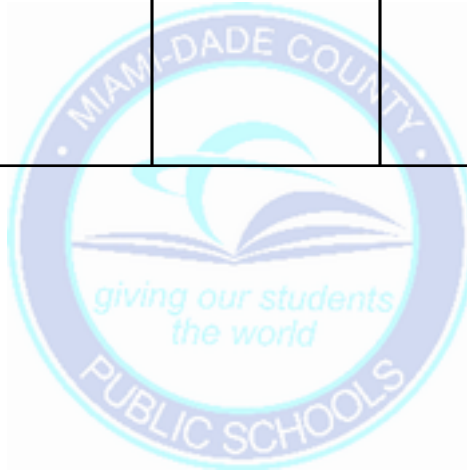


Student Copy

Targeted Text Selection - "Montgomery Boycott" p. 882, lines 1- 12	Vocabulary	Student Activities and Text-Dependent Questions
<p>1 Of all the facets of segregation in Montgomery, the most degrading were the rules of the Montgomery City Bus Lines. This northern-owned corporation outdid the South itself. Although seventy percent of its passengers were black, it treated them like cattle—worse than that, for nobody insults a cow. The</p> <p>6 first seat on all buses were reserved for whites. Even if they were unoccupied and the rear seats crowded, blacks would have to stand at the back in case some whites might get aboard; and if the front seats happened to be occupied and more white people boarded the bus, black people seated in the rear were forced to get up and give them their seats. Furthermore—and I don't think</p> <p>10 northerners ever realized this—blacks had to pay their fares at the front of the bus, get off, and walk to the rear door to board again. Sometimes the bus would drive off without them after they had paid their fare. This would happen to elderly people or pregnant women, in bad weather or good, and was considered a joke by the drivers. Frequently the white bus drivers abused their passengers, calling them ..., black cows, or black apes. Imagine what it was</p> <p>16 like, for example, for a black man to get on a bus with his son and be subjected to such treatment.</p>	<p><u>underlined words:</u> insufficient contextual clues</p> <p>BOLD words: Tier Two words</p>	<p>GUIDING QUESTION(S):</p> <ul style="list-style-type: none"> • What is Mrs. King's primary purpose in writing this memoir? • What does Mrs. King's writing reveal about her values, feelings, beliefs, and experiences in 1955 Alabama? • How does Mrs. King portray her husband? <p>Return to the text, and ask students a small set of guiding questions about the targeted section.</p> <p>(Q1) What does Coretta Scott King reveal about her values and experiences in this excerpt?</p> <p><i>Possible answer.</i></p> <p>(Q2) What tone is revealed through the word choice in this excerpt?</p> <p><i>Possible answer.</i></p>
<p>p. 886 lines 93-107</p> <p>93 Martin came home late Sunday night and began to read the morning paper. The long articles about the proposed boycott accused the <u>NAACP</u> of planning</p> <p>95 Mrs. Parks on the bus—she had been a volunteer secretary for the Montgomery chapter—and likened the boycott to the tactics of the <u>White Citizens Councils</u>. This upset Martin. That awesome conscience of his began to gnaw at him, and he wondered if he was doing the right thing. Alone in his study, he struggled with the question of whether the boycott method was basically unchristian.</p> <p>100 Certainly it could be used for unethical ends. But, as he said, "We were using it to give birth to freedom...and to urge men to comply with the law of</p>	<p>line 92-NAACP: National Association for the Advancement of Colored People, a prominent civil rights organization</p> <p>line 96 tactics:</p> <p>line 96-White Citizens Councils: <i>groups formed to resist the</i></p>	<p>(Q3) What does Mrs. King reveal about her feelings in this excerpt?</p> <p><i>Possible answer.</i></p> <p>(Q4) What does Mrs. King's description of Sunday evening with her husband reveal about her perspective?</p> <p><i>Possible answer.</i></p>


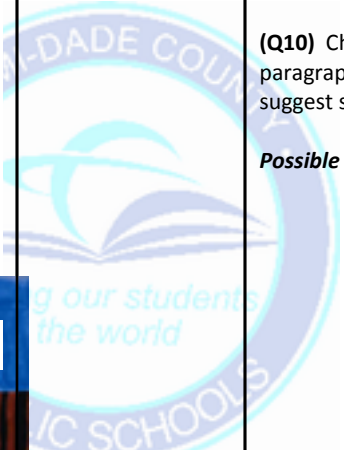
<p>the land. Our concern was not to put the bus company out of business, but to put justice in business.” He recalled Thoreau’s words, “We can no longer lend our cooperation to an evil system,” and he thought, “He who accepts 105 evil without protesting against it is really cooperating with it.” Later Martin wrote, “From this moment on I conceived of our movement as an act of massive noncooperation. From then on I rarely used the word ‘boycott.’”</p>	<p>1954 Supreme Court decision to desegregate the school</p>	<p>(Q5) Reread lines 97- 105. What do you learn about MLK’s traits in this passage? What impression does CSK portray? <i>Possible answer.</i></p>
<p>p. 887 lines 128 – 144 128 He picked up Ralph Abernathy and they cruised together around the city. Martin told me about it when he got home. Everywhere it was the same—a few 130 white people and maybe one or two blacks in otherwise empty buses. Martin and Ralph saw extraordinary sights—the sidewalks crowded with men and women trudging to work; the students of Alabama State college walking or thumbing rides; taxicabs with people clustered in them. Some of our people rode mules; others went in horse-drawn buggies. But most of them were walking, some 135 making a round-trip of as much as twelve miles. Martin later wrote, “As I watched them I knew that there is nothing more majestic than the determined courage of individuals willing to suffer and sacrifice for their freedom and dignity.” Martin rushed off again at nine o’clock that morning to attend the trial of Mrs. Parks. She was convicted of disobeying the city’s segregation ordinance 140 and fined ten dollars and costs. Her young attorney, Fred D. Gray, filed an appeal. It was one of the first clear-cut cases of an African American being convicted of disobeying the segregation laws—usually the charge was disorderly conduct or some such thing.</p>	<p>line 139-ordiance:</p>	<p>(Q6) What can you infer about Mrs. King from the incident described in lines 128-144?? <i>Possible answer.</i> (Q7) How does the historical context of the memoir help you understand the author’s feelings? <i>Possible answer.</i></p>
<p>Targeted Text Selection p. 887-888 lines 148 - 162</p>	<p>Vocabulary</p>	<p>Teacher Activities and Techniques Text-Dependent Questions</p>
<p>148 Fear was an invisible presence at the meeting, along with courage and hope. Proposals were voiced to make the organization, which the leaders decided to 150 call the Montgomery Improvement Association, or MIA, a sort of secret society, because if no names were mentioned it would be safer for the leaders. E.D. Nixon opposed that idea. “We’re acting like little boys,” he said. “Somebody’s name will be known, and if we’re afraid, we might just as well fold up right now. The white folks are eventually going to find out</p>		<p>GUIDING QUESTION(S):</p> <ul style="list-style-type: none"> • How does the author’s portrayal of her husband make him seem more “human”? • What are the likely consequences if her husband decides to oppose the bus law? If the laws are followed? <p>(Q8) Analyze Mrs. King’s feelings about the cooperation among members of the African-American community. <i>Possible answer.</i></p>

<p>anyway. We'd better decide now 155 if we are going to be fearless men or scared little boys." That settled the question. It was also decided that the protest would continue until certain demands were met. Ralph Abernathy was made chairman of the committee to draw up the demands. Martin came home at six o'clock. He said later that he was nervous about 160 telling me he had accepted the presidency of the protest movement, but he need not have worried, because I sincerely meant what I said when I told him that night: "You know that whatever you do, you have my backing."</p>		
		<p>(Q9) What historical perspective is provided in the memoir? Is the author's depiction of her husband and his role in the Montgomery boycott objective or not objective? Support your answer with details from the memoir.</p> <p><i>Possible answer.</i></p>



<p>Cross Genre Connections OR Across Text or Non-Text Sources:</p> <p>Confrontation at the Bridge</p>		<p>GUIDING QUESTION(S):</p> <ul style="list-style-type: none"> • How are the beliefs, values and feelings expressed in Coretta Scott King's memoir depicted through Jacob Lawrence's art? • What is revealed in Jacob Lawrence's paintings? What stories are created in the images?
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<p>The Ordeal of Alice</p> <p>Ironers</p> 		<ul style="list-style-type: none"> • How did the artist use symbols to convey important ideas about the 1950s and 1960s? <p>(Q10) Choose a picture by Lawrence and write at least a three paragraph summation of the visual clues the artist uses to suggest state of mind and convey the theme.</p> <p><i>Possible answer.</i></p>
<p>Summative Assessment Culminating Independent Writing Task</p>	<p>Martin Luther King Jr. is often viewed as a larger-than-life icon of the civil rights struggle. How does the author’s portrayal of her husband make him seem more “human”? Support your answer with examples from the memoir.</p>	
<p align="center">English Language Learner (ELL) Resources and Strategies</p>		

Key Academic Vocabulary



Vocabulary Idioms/Phrases/Ideas/Figurative Language/Sayings

Note: Assign the expressions to different groups of students and ask them to paraphrase them. The product of this activity should be shared and discussed in the class.

Background Content

Writing Task



Use McDougal Littell Easy Planner under Best Practices Toolkit, Word Squares page E10 with Transparency E33

Work with the following vocabulary:

Page 882, lines 1-12

Segregation, degrading, outdid, unoccupied, rear, furthermore, fares

Page 886, lines 93-107

Proposed, boycott, planting, likened, awesome, wondered, struggled, unchristian, unethical, urge, comply, evil, conceived, rarely. (Through this reading there are several words with prefix “un” , discuss the meaning of this prefix)

Page 887, lines 128-143

Otherwise, sights, trudging, clustered, majestic, courage, freedom, dignity, trial, convicted, ordinance, attorney, appeal, disorderly.

Pages 887-888, lines 148-162

Fear, hope, proposal, voiced, eventually, fearless, certain, demands, chairman, whatever

Note: Have students work in groups, assign the words depending on the section you’re working with to make the activity shorter and much more engaging.

Explain these phrases, expressions to students and then help students paraphrase them.

Page 882, lines 1-12

“...northern-owned corporation”

“...treated them like cattle”

Page 886, lines 93-107

“...accused the NAACP of planting Mrs. Parks on the bus.”

“...began to gnaw at him.”

“...give birth to freedom”

“...comply with the law of the land”

“...put the bus company out of business, but to put justice in business”

“...He who accepts evil without protesting against it is really cooperating with it”

“...an act of massive noncooperation”

Page 887, lines 128-143

“...cruised together around the city”

“...thumbing rides”

“...horse drawn buggies”

“...making a round-trip”

“...clear cut case”

Pages 887-888, lines 148-162

“...acting like little boys.”

“...might as well fold up right now.”

“...until certain demands were met.”

“...draw up the demands”

“...you have my backing”

To learn about the author, direct students to the **Literature Center** at www.classzone.com , there is important information about Coretta Scott King, author of this memoir.

Writing activity - Have the students answer the following question:

The author refers to King’s fabulous ability to speak to the people. What does the author mean by this? Reflect on the picture on page 889 of your Literature Book.

Use the template found in www.classzone.com entitled “Response to literature” to guide the students’ writing.

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For further information regarding this document contact the Department of Language Arts/Reading, Secondary District Instructional Supervisors, Dr. Erin Cuartas, Ms. Laurie Kaplan or Dr. Sharon Scruggs-Williams, 305-995-3122; for ELL questions, contact the Division of Bilingual Education and World Languages District Supervisor, Ms. Caridad Perez, 305-995-1962.

