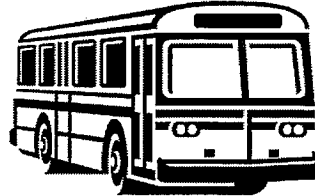


Name _____ Date _____



Freedom Walkers



Rules of the Bus

Some rules are posted so everybody can see them, such as the *White Only* and *Colored Only* signs on pages 18–19. Other rules are unwritten. Many rules about the buses in Montgomery were unwritten. Reread pages 8–9 to see some examples of the bus rules. Use the information from *Freedom Walkers* to write the rules for riding the bus. Mark each with *W* for *written* or *U* for *unwritten*.

Rules of the Bus

1. _____

2. _____

3. _____

4. _____

5. _____

Name _____ Date _____

Claudette Colvin and Jo Ann Robinson

While many people were affected by the unfair rules on the Montgomery public buses, Russell Freedman describes two women in detail:

Jo Ann Robinson (pages 5–8) and Claudette Colvin (pages 15–17).

Use the pages to complete the chart, comparing Robinson and Colvin.

Compare Robinson and Colvin	
The lives of the two women	How They Were the Same _____ _____
	How They Were Different _____ _____
What they did on the buses	How They Were the Same _____ _____
	How They Were Different _____ _____
What happened on the buses as a result of their actions	How They Were the Same _____ _____
	How They Were Different _____ _____
What happened after the bus incidents	How They Were the Same _____ _____
	How They Were Different _____ _____

Name _____ Date _____

Will You Be My Inspiration?

Who is a good candidate to inspire a battle against bus segregation? Read about E. D. Nixon on pages 17–22. Then pretend to be Nixon and analyze each person, listing pros and cons. Use what you have written to describe the perfect candidate.

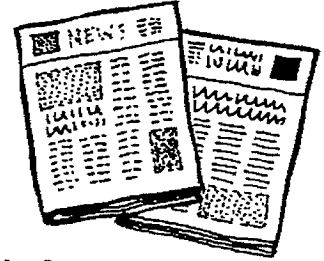
	Pros	Cons
Jo Ann Robinson	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Claudette Colvin	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Mary Louise Smith	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

The best candidate would be:

Name _____ Date _____

The Time Machine Reporter

Imagine it is the year 2642 and you are a reporter for the *Time Machine News*. You step inside the machine and travel to Montgomery, Alabama, in the year 1955. You will report on what is happening and post it to the paper's blog.



Use what you have read through page 22 to write notes on what you see and what you experience. What is life like for the people of Montgomery, Alabama in 1955? What important events are happening? Who are important people of the time?

A large rectangular area with a decorative, scalloped border at the top. Inside the border are ten horizontal lines for writing notes.

Name _____

Date _____



Freedom Walkers

Rosa Parks, a Life

Rosa Parks was an important person in the Montgomery Bus Boycott. Read pages 23–33 to make a timeline for Rosa Park's life. Use the years on the left side of the page and write six important events in her life.



Rosa Parks Before the Montgomery Bus Boycott

1913		_____

1933		_____

1943		_____

1955		_____

Name _____ Date _____

What Was Rosa Parks Thinking?

Read the description on pages 26–28 of what happens on December 1, 1955, when Rosa Parks refuses to give up her seat. You read what Rosa Parks said after she was arrested and what people said during her arrest. Now write an internal dialogue for Rosa Parks.



When that bus driver said, "Let me have those front seats," the voice in my head said:

When that bus driver asked if I was going to stand up, the voice in my head said:

When I told that bus driver, "You may do that," the voice in my head said:

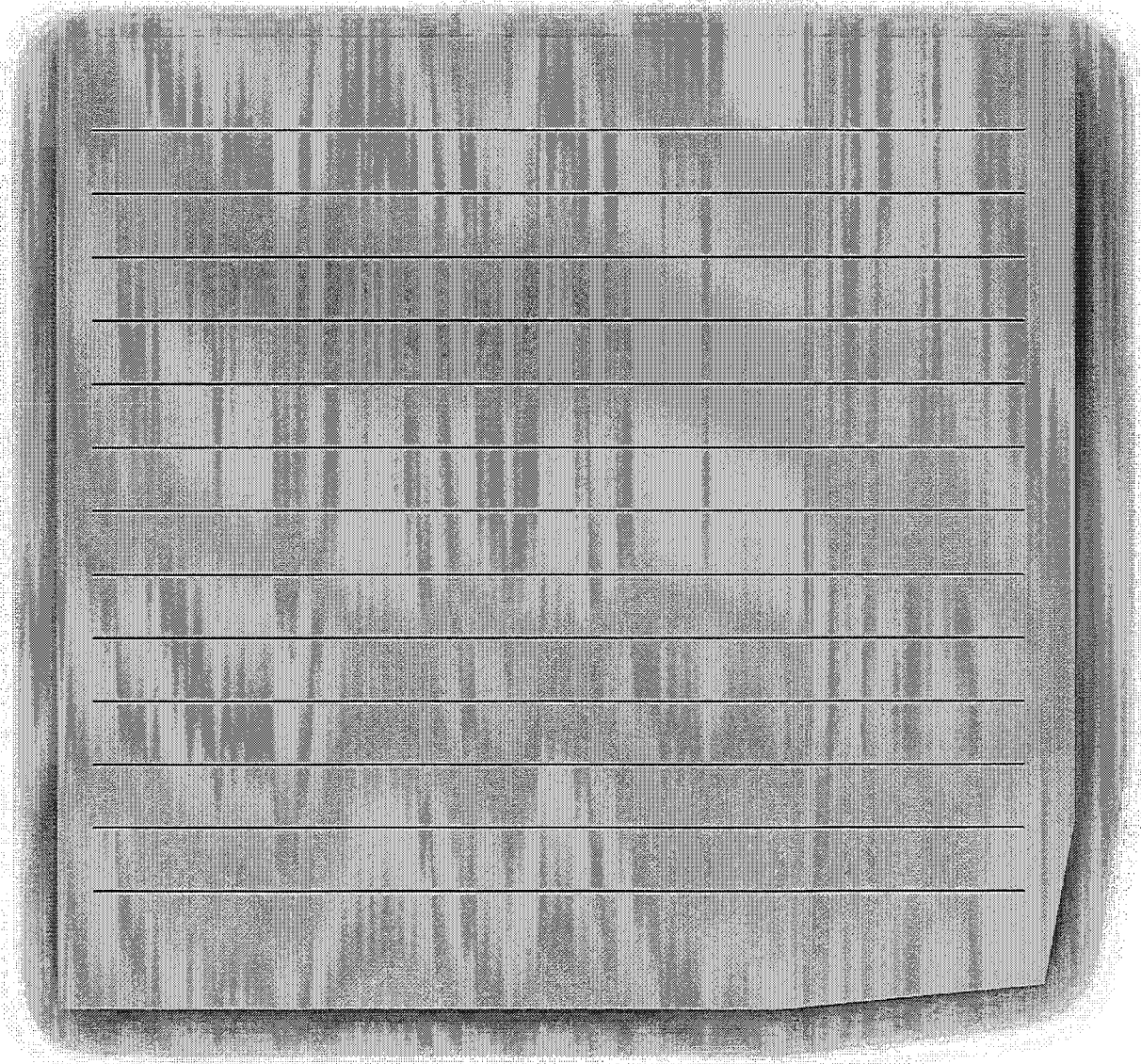
When the policemen asked why I had not given up my seat, the voice in my head said:

Name _____

Date _____

You Won't Believe What Just Happened . . .

You have read on pages 26–28 how people sitting next to Parks got up and moved to the back. What do you think it might have been like to be a passenger on the bus? Write a letter to a family member about the experience. Tell all the events on the bus, how you felt about it, and include some of your hopes or fears about what might happen next.

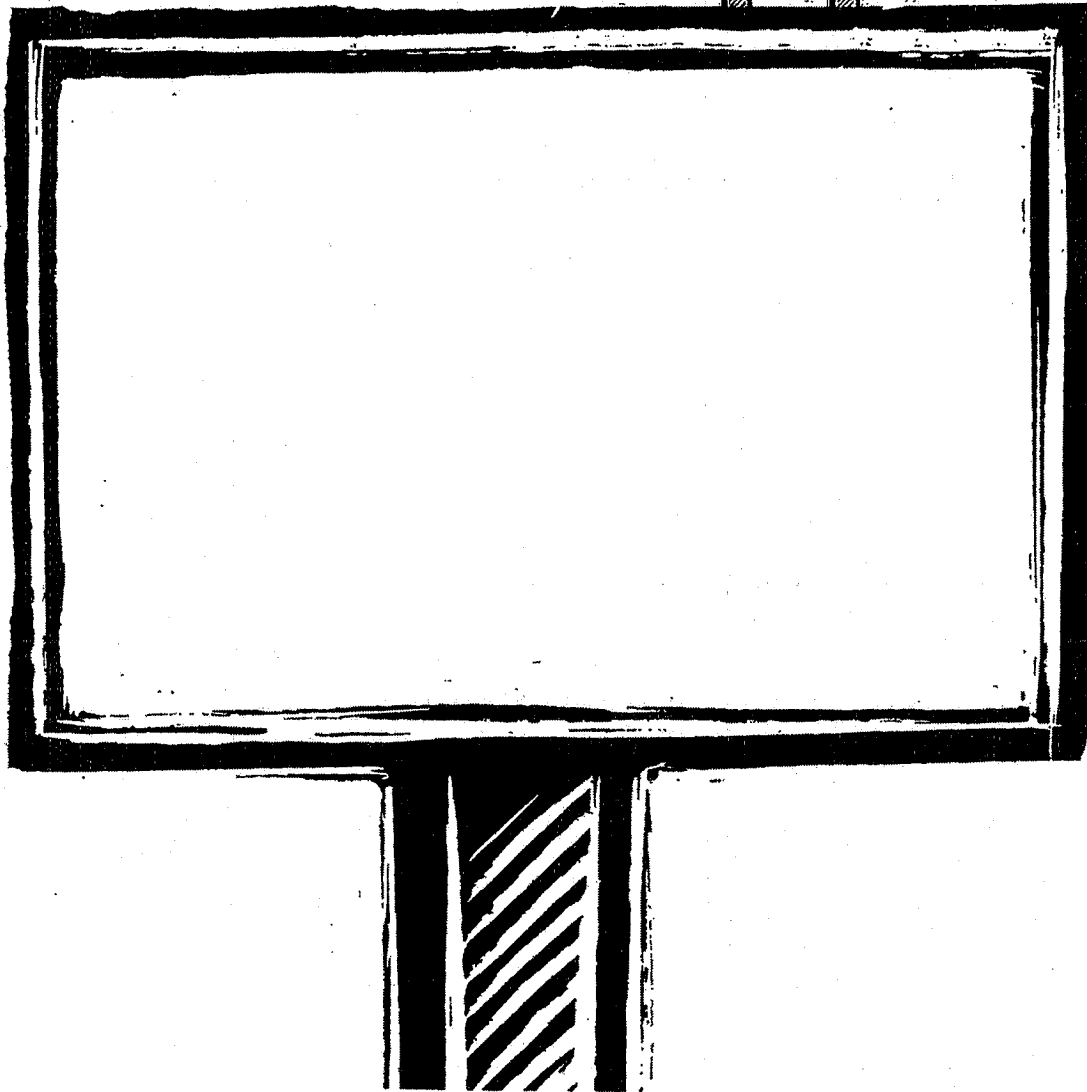
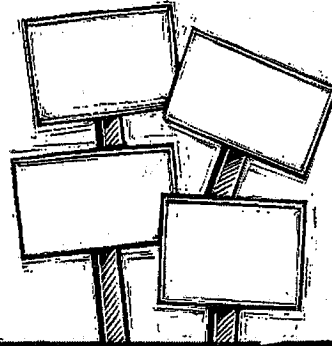


Name _____

Date _____

Needed: Homemade Posters for Bus Stops

Read pages 36–38 to find out what happened on the first day of the boycott. Find examples of posters people created to inspire each other. Then make your own poster to remind people not to ride the buses. Include graphics and a catchy slogan.



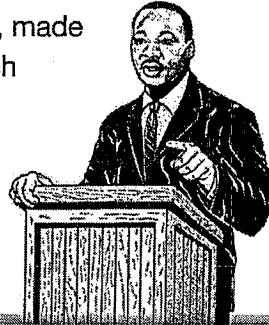
Name _____ Date _____

Tweets from the Field

You have read about the speech Dr. Martin Luther King, Jr., made from the pulpit on the evening of December 5. If this speech happened today, someone would be tweeting about it.

Read what happened during the speech on pages 44–47.

Write short tweets of three events that happened during the speech. Remember to only use 140 characters including spaces and punctuation!

A large, dark rounded rectangle representing a tablet screen. Inside the screen, there are three identical horizontal input areas for tweets. Each area starts with a small square icon containing a profile picture of a person's face. To the right of each icon are two horizontal lines for writing. At the bottom of the screen, there are three small, faint icons: a square, a power button symbol, and another square.

Name _____ Date _____

Freedom Walkers
Segment 3
Independent Reading

My Walking Experiences of Freedom

People were asked to testify, or tell about their experiences, at meetings every Monday and Thursday night. Reread pages 49–54 to understand what people said at these meetings. Suppose you were asked to share your experiences of walking. Where are you going every day? How do you get there? Why do you continue to boycott the buses? What do you want others to know?

My Thoughts as a Walker



Name _____ Date _____

Dr. King's Journal

Dr. King and the black leaders met with some white officials to end the boycott. Reread pages 54–55 to find out what happened. Then write a journal entry for this day. What would Dr. King write? Compare the meetings with the white officials to the meeting with the black community.



Name _____ Date _____

Someone You Should Meet

White people also supported the boycott, such as Virginia Durr and Clifford Durr (pages 25 and 30), Reverend Graetz and Juliette Morgan (page 56), and women who would drive their maids home (page 61). Write an online encyclopedia article about one of these people. Use facts and details from the text to summarize this person's life and his or her importance to the boycott.

The image shows a screenshot of a web browser window. The browser's menu bar includes 'File', 'Edit', 'View', 'Favorites', 'Tools', and 'Help'. Below the menu bar is a toolbar with icons for back, forward, home, and search. The address bar contains the text 'Address' followed by a search icon and a 'Go' button. The main content area of the browser is filled with horizontal lines, providing space for writing an online encyclopedia article. The status bar at the bottom of the browser window shows the 'Internet' icon and a right-pointing arrow.

Name _____ Date _____

Proud to be Arrested?

The title of Chapter 6 is "Proud to be Arrested."
Why do you think the author uses this title? Reread
pages 61–63 and 67–73. Write a paragraph that
compares the arrests in the two passages. Then explain
what the title of the chapter means.



A large, shaded rectangular area with a decorative, scalloped right edge, containing horizontal lines for writing.

Name _____

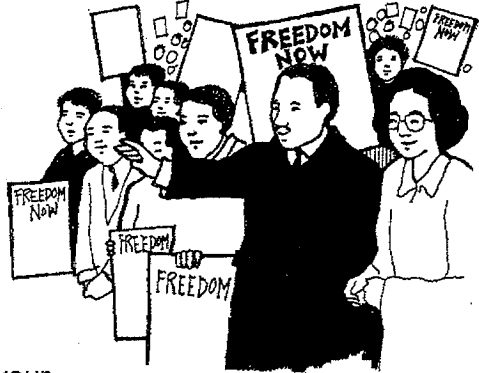
Date _____



Freedom Walkers

"The Dumbest Act"

The editor of the Montgomery paper called the indictments, "the dumbest act that has ever been done in Montgomery." Suppose this quote is the subject of a debate. Reread pages 67-73 and pages 75-76. Circle a side of the debate. Defend your side using at least one quote from *Freedom Walkers*.



<p>Arresting protesters is a dumb way to stop the boycott.</p>	<p>or</p>	<p>Arresting many people for protesting is a smart method to stop the boycott.</p>
--	-----------	--

Name _____ Date _____

The News Has Arrived!

News bulletins are short messages about breaking news stories. Dr. King and his team received a news bulletin during his trial. What do you think it said? Read pages 72–73 and 83–85, and then write the news bulletin that was handed to King. Include the most important information.



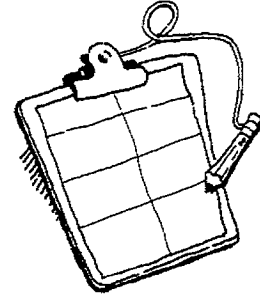
Breaking News ... _____

Name _____

Date _____

An Interview with the Reverend Robert Graetz

Read pages 83–84 to find out what Reverend Graetz read and how the audience responded. Write interview questions that you would like to ask the Reverend. For more information about his life, read page 56. Then use the information from the text to answer your questions.



Q:	_____
A:	_____

Q:	_____
A:	_____

Q:	_____
A:	_____

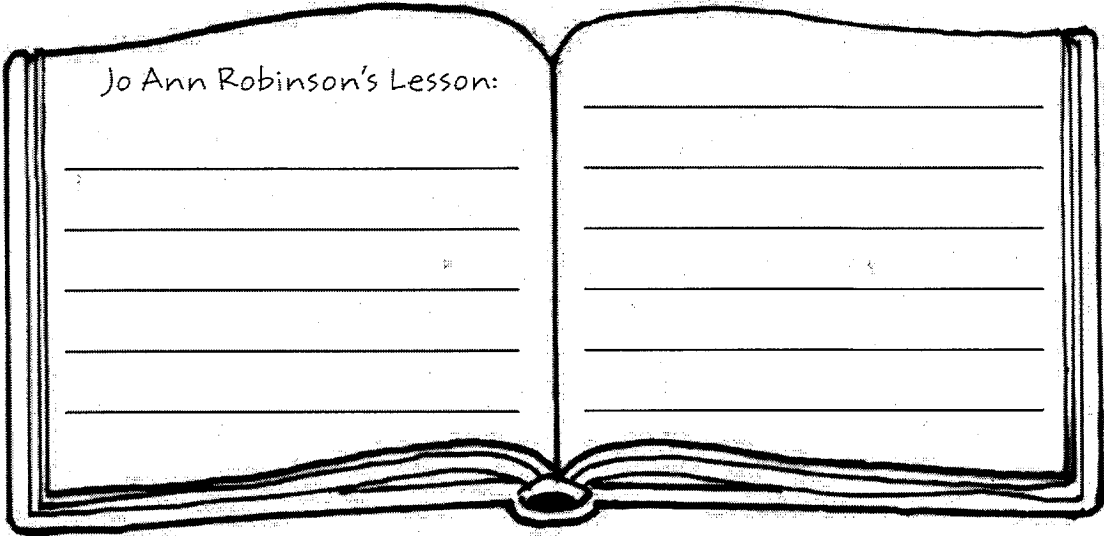
Q:	_____
A:	_____

Name _____ Date _____

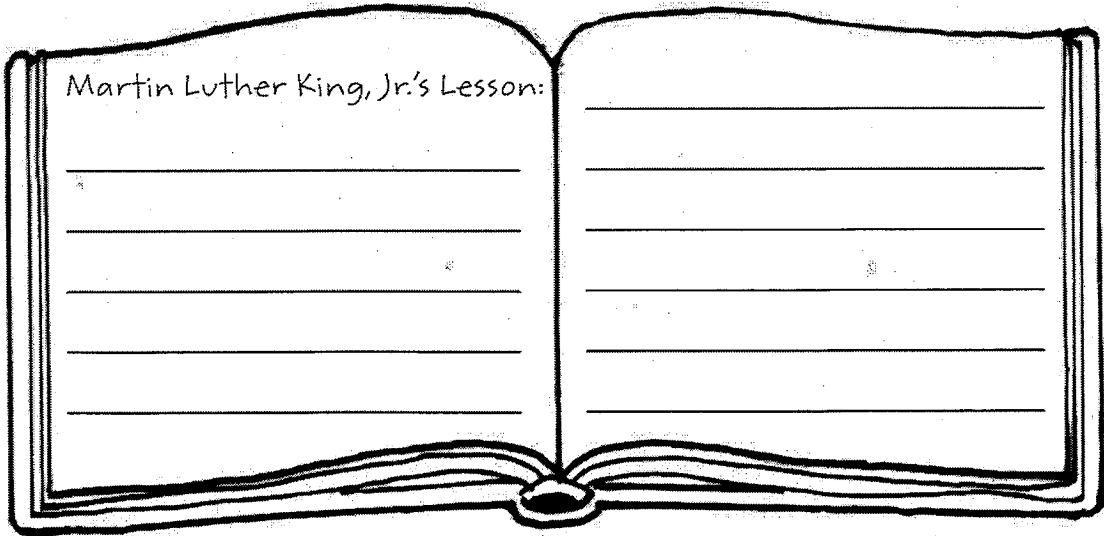
Life Lessons

Each person in *Freedom Walkers* changed history. Read pages 96–99. Write the life lessons each of these people have taught you. Use two examples from the book to explain your thoughts on each person.

Jo Ann Robinson's Lesson:



Martin Luther King, Jr.'s Lesson:



Name _____ Date _____

Freedom Walkers
Segment 4
Independent Reading

Claudette Colvin's Lesson:

Rosa Parks's Lesson:

E. D. Nixon's Lesson:
