

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. \_\_\_\_\_  
\_\_\_\_\_



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## 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.

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

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## 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	_____ _____ _____	_____ _____ _____
Claudette Colvin	_____ _____ _____	_____ _____ _____
Mary Louise Smith	_____ _____ _____	_____ _____ _____

The best candidate would be:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## 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, hand-drawn spiral-bound notebook page. The page is rectangular with a thick, irregular border. At the top, there is a spiral binding. The interior of the page is filled with horizontal lines for writing, with a margin at the top. There are small dots in the corners of the page, suggesting a notebook layout.



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## 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	_____
	_____
	_____

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## 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:

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

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

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

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## **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.

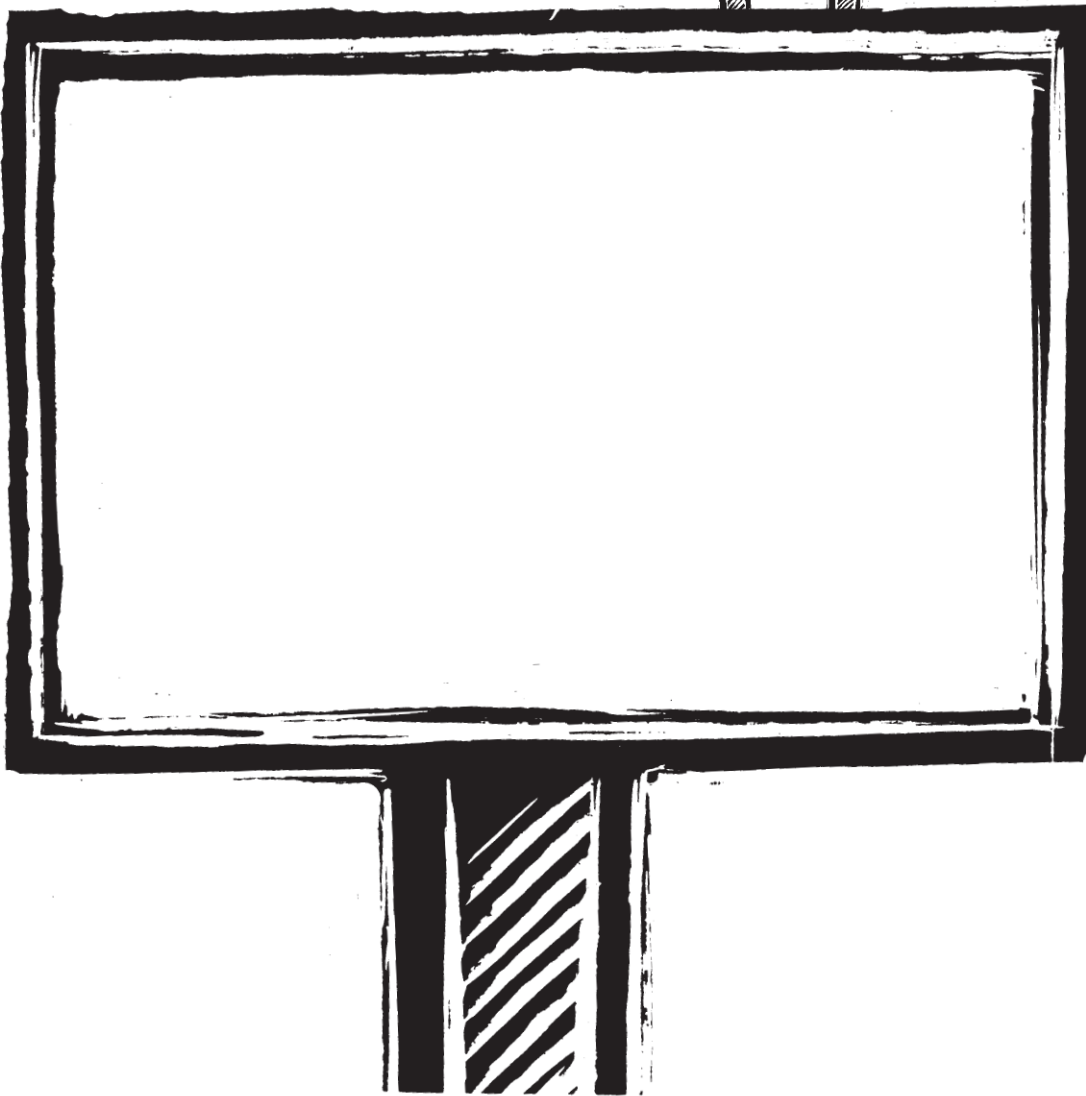
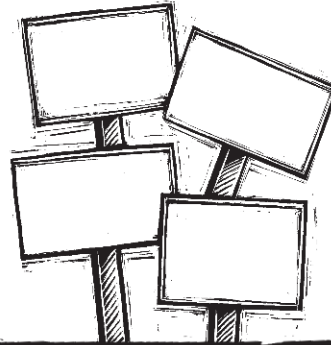


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## Needed: Homemade Posters for Bus Stops

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.





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## 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!



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**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*

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## 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.



The illustration shows a large, open notebook with many blank, lined pages. The pages are slightly curved, and the notebook is drawn with thick, expressive black lines. The pages are intended for the student to write a journal entry.

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## 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 browser window template. At the top, there is a menu bar with the following items: File, Edit, View, Favorites, Tools, Help. Below the menu bar is a toolbar with several icons: a back arrow, a forward arrow, a home icon, a search icon, and a refresh icon. Below the toolbar is an address bar with the text "Address" and a search icon, followed by a "Go" button. The main content area of the browser is a large rectangle with a light gray border and a white background. Inside this area, there are 15 horizontal lines for writing. At the bottom of the browser window, there is a status bar with the text "Internet" and a small icon.







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## 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, hand-drawn style rectangular area with a torn bottom edge, containing horizontal lines for writing. The right side of the area is decorated with a vertical chain-link pattern.

Name \_\_\_\_\_

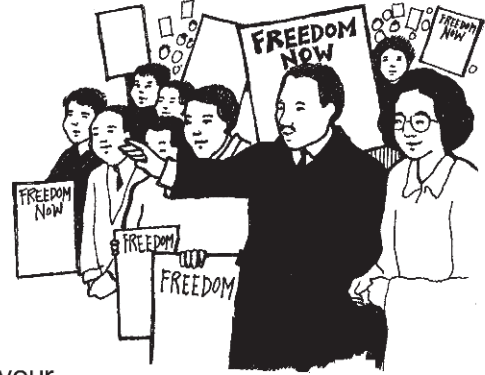
Date \_\_\_\_\_



# 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*.



Arresting protesters  
is a dumb way to  
stop the boycott.

or

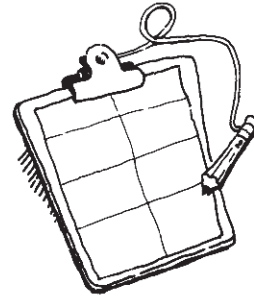
Arresting many people  
for protesting is  
a smart method to  
stop the boycott.



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## 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.



<b>Q:</b> _____
<b>A:</b> _____
_____
<b>Q:</b> _____
<b>A:</b> _____
_____
<b>Q:</b> _____
<b>A:</b> _____
_____
<b>Q:</b> _____
<b>A:</b> _____
_____
_____



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## 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 \_\_\_\_\_

Claudette Colvin's Lesson:

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Rosa Parks's Lesson:

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E. D. Nixon's Lesson:

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