

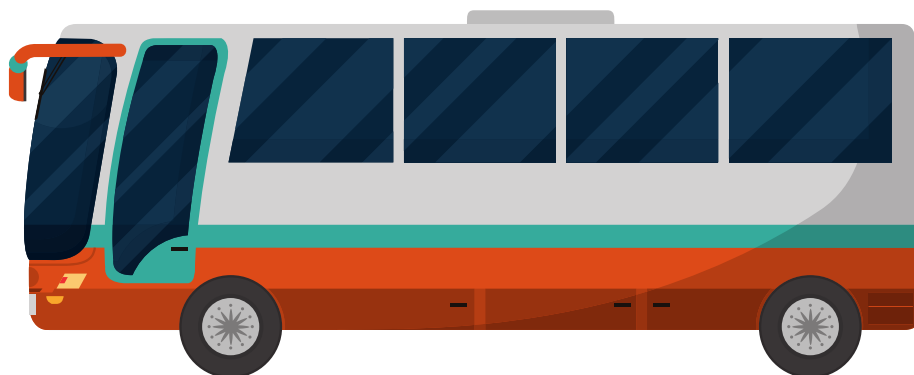
CLAUDETTE COLVIN

Twice Towards Justice



UNIT STUDY

Vocabulary Work, Journal Prompts
Discussion Questions and Extension Activities



Created by Amanda Zieba (The Word Nerd)



CLAUDETTE COLVIN

Twice Towards Justice

Dear Teacher friend,

Thank you so much for downloading this nonfiction unit study. I hope that you find the activities useful while you are teaching and reading about this important topic. I hope that as you read it, your students are better able to understand this influential part of our country's history.

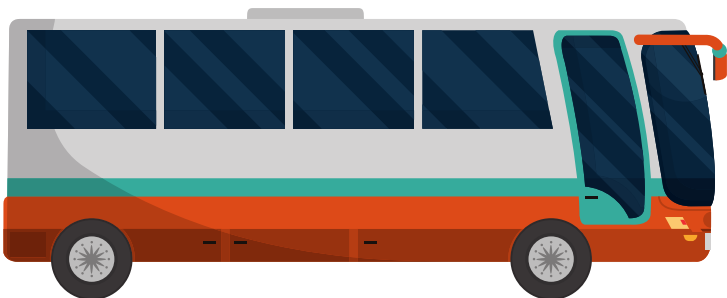
Included in this product you will find vocabulary word work, journal prompts, discussion questions and extension activities for each chapter. You will also find a [link to an audio recording read aloud of chapter 1.](#)

Happy Teaching,
Amanda Zieba



P.S. If you find this unit helpful, stop by [my store](#) for the corresponding chapter quizzes and again for more novel units, reading resources and response activities.

P.P.S. To get 5 GOOD THINGS FOR TEACHERS delivered to your email inbox twice a month, head to www.amandazieba.com/teachersignup to subscribe and claim your FREE, 24 full color, motivational quote poster set for your classroom.



Listen to the first Chapter!

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FOR FREE

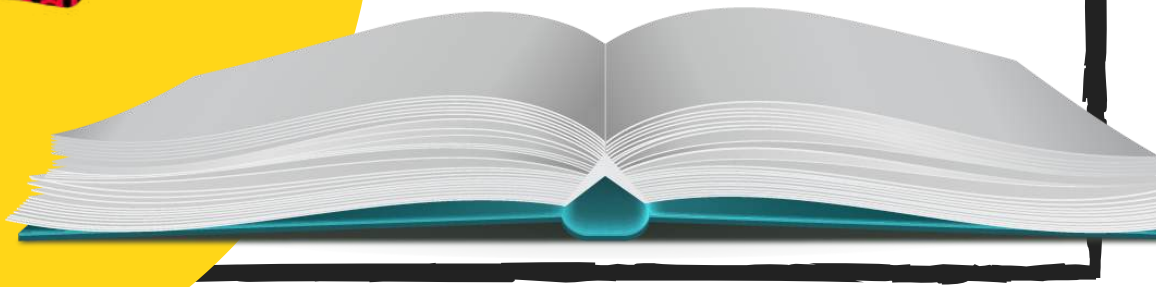
CLICK THE VIDEO THUMBNAIL OR
[HERE](#) TO GO TO THE VIDEO.



OTHER FIRST CHAPTERS AVAILABLE INCLUDE:

- [A WRINKLE IN TIME](#)
- [RULES](#)
- [A LONG WALK TO WATER](#)
- [BREAKOUT](#)
- [THE INVENTION OF HUGO CABRET](#)

[OVER 80 AVAILABLE! SOME WITH
AUTHOR INTERVIEWS!](#)





Use this rubric to first communicate your writing expectations to students and then to evaluate the writing products they create. Students and/or peers can also use this rubric to self/peer score/evaluate the pieces of writing.

I assign 2 points if the task was completed and well done, 1 if the task was attempted but not mastered, and 0 if the task was not attempted at all.

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = ___/10

**** See the next page for printable rubrics.**



Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = ___/10

Feedback/Comments:



Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
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Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = ___/10

Feedback/Comments:



Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = ___/10

Feedback/Comments:

6

JOURNAL WRITING TIPS

- 1 Take a minute to think before you start writing. Review what happened in the text, browse any text annotations you made, think about how you related to the characters' situation/emotions in today's scenes.
- 2 Put your phone/chromebook/tablet away. Distractions can easily pull you out of the writing flow.
- 3 If you feel like you are stuck or have nothing else to say, but we still have writing time left, re-read what you have written. This might inspire more ideas. Or, you can go back and add in details to your response that you did not include the first time around.
- 4 You can always go back to the text for clues, reminders, and ideas to add.
- 5 Before submitting your work, whisper read your work aloud to yourself. This will help you catch small, easy to fix errors.
- 6 Listen to an instrumental playlist to create a blanket of white noise that will help you focus on your task, rather than the distractions surrounding you. Try [this video!](#)





CLAUDETTE COLVIN

Twice Towards Justice

POST READING ACTIVITIES

1. Anticipation Guide (see next page)

2. Watch this video clip to preview the book you are about to read.

(<http://www.youtube.com/watch?v=-ZOpqtd8nw>) or this two minute Radio Diary Interview. (<https://www.youtube.com/watch?v=V3NvXzF0b6w>)

After watching, ask students to write down

- 1 new fact they learned
- 1 surprising thing they heard
- 1 question they still have

3. Read any of the below picture books aloud to your class, or have your students read them in partners.

- Back of the Bus by Aaron Reynolds
- Rosa's Bus: The Ride to Civil Rights by Jo S. Kittinger
- Martin's Big Words by Doreen Rappaport
- Rosa by Nikki Giovanni



Name: _____



CLAUDETTE COLVIN

twice Towards Justice

PRE READING ANTICIPATION GUIDE

Directions: Look at the below statements and then choose your response: Agree, Neutral, Disagree. These statements will give you a few hints about the topics that will appear in Claudette Colvin: Twice Towards Justice.

STATEMENT	MY RESPONSE		
	A LOT	A LITTLE	NOTHING
I know _____ about Claudette Colvin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know _____ about Rosa Parks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know _____ about Browder vs. Gayle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know _____ about Brown vs. Board of Education (Topeka).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know _____ about the Civil Rights Movement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know _____ about Martin Luther King Jr.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know _____ about bus boycotts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PICK ONE OF THE STATEMENTS ABOVE AND SHARE YOUR THOUGHTS ON IT HERE.



Name: _____



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Directions: Pick one of the topics from the anticipation guide and write a complete paragraph explaining what you already know about the topic and/or what more you might like to learn about it. You may also include general expectations and emotions realated to your upcoming reading experience.

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = ____/10

Teacher Comments:



Name: _____



CLAUDETTE COLVIN
Twice Towards Justice

CHAPTER 1

JIM CROW AND THE DETESTED NUMBER 10

Vocabulary Words

For each word below, list a synonym and a situation in which you might see or feel the word in action.

Ordinance: _____

Humiliating: _____

Segregation: _____

Infuriating: _____

Journal Write

“Injustice anywhere is a threat to justice everywhere.” – Martin Luther King Jr.
Explain this quote in your own words. Offer up a real life example that you could see happening in your life that would illustrate Dr. King’s point.

—

Discussion Questions

1. Explain the phrase “from womb to tomb”. How does knowing that a problem will plague you for your entire life make it worse?
2. In the 1940’s and 1950’s busses were something both good and bad in a black person’s life. Explain why this was true.
3. Why was the number ten so infuriating for black people in Montgomery, Alabama?

Additional Activities

Using the information in chapter one, create a timeline of bus riding rebels who came before Rosa Parks and Claudette Colvin.



Name: _____



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Twice Towards Justice

CHAPTER 2

COOT

Vocabulary Words

For each word, draw a scene with a person portraying that character trait, then write a caption for each, including the vocabulary word.

Inquisitive

Degrading

Journal Write

Downtown was a place that made Claudette mad because of the way she was treated. Explain a situation in your life where you felt you were treated unfairly.

Discussion Questions

1. The story alternates between a narrator and Claudette's voice. Whose perspective do you prefer to read from? Why?
2. Which segregation rule seemed the most shocking to you? Why does this rule seem particularly degrading?
3. Why was St. Jude's Hospital a contradiction to Jim Crow laws?

Additional Activities

Create a list of physical and personality traits for Claudette.



Name: _____



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CHAPTER 3

WE SEEMED TO HATE OURSELVES

Vocabulary Words

Define each word and then use it in a sentence. Remember to write complete sentences with capital letters at the beginning and punctuation at the end.

Citadel Definition: _____

Citadel Sentence: _____

Transform Definition: _____

Transform Sentence: _____:

Hypocrisy Definition: _____

Hypocrisy Sentence: _____

Journal Write

In this chapter, Claudette discusses how black girls at her school didn't like their hair. What is 1 thing about your own physical appearance that you really do like?

Discussion Questions

1. How might Claudette's life been different if Jeremiah Reeves had not been arrested?
2. Jeremiah Reeves dealt with his anger and grief by writing poems. How do you deal with heavy emotions? Do you think you would ever write poetry? Why or why not?
3. Claudette admired Harriet Tubman. Who do you admire and aspire to be like?

Additional Activities

Using a Venn diagram, compare and contrast Claudette Colvin and Harriet Tubman. (Find the Venn Diagram page at the end of this unit study.)



Name: _____



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CHAPTER 4

IT'S MY CONSTITUTIONAL RIGHT

Vocabulary Words

After looking up these words in the dictionary and understanding their meaning, write a fictional short story using all 5 words.

Standoff Disputed Juvenile Penitentiary Revolution

Journal Write

How do you show appreciation to someone who has done something nice for you? Describe a person who has done nice things for you in the past and what you can do to show them your gratitude.

Discussion Questions

1. How did Claudette's family and neighbors show their appreciation for her efforts? List at least three ways.
2. What differences were there between Claudette's report of the incident and the policeman's report?

Additional Activities

Pretend you are a reporter and write a newscast or newspaper article describing the events the day Claudette was arrested. Present your report to the class as if you were a news anchorman/woman. Discuss the differences in your classmate's reporting. What facts were left out/included/emphasized? Why were those choices made? How did your reports compare to the ones given in the book?



Name: _____



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CHAPTER 5

THERE'S THE GIRL THAT GOT ARRESTED

Vocabulary Words

Complete the vocabulary match below.

- | | |
|-----------------|--|
| ___ Craven | a. positive forward movement |
| ___ Influential | b. introduction or entrance |
| ___ Campaign | c. embarrassing |
| ___ Merchants | d. on the surface, appearance |
| ___ Humiliating | e. businessman/woman, commercial trade |
| ___ Diplomatic | f. politically correct and tactful |
| ___ Momentum | g. cowardly, weak |
| ___ Veneer | h. crusade or movement |
| ___ Debut | i. significant and powerful |

Journal Write

Do you think boycotts are an effective means for changing a law or society? Why or why not? If possible, use an example from history or your own life to support your opinion.

Discussion Questions

1. Why do you think Claudette's classmates turned on her after the trial went badly?
2. Do you think Claudette was foolish to plea "not guilty"? Why or why not?
3. Were you surprised that Claudette knew Rosa Parks? Discuss how their relationship changes your views on the civil rights movement.

Additional Activities

Look at the article at the end of chapter 5/beginning of chapter 6. Highlight the 5 W's (who, what, where, when and why) information in the article. What unnecessary information was included in the article?



Name: _____



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CHAPTER 6

CRAZY TIMES

Vocabulary Words

Choose two words and complete the Frayer Model Vocabulary Sheet (found at the end of this unit study).

Profane

Elite

Inferior

Burgeoning

Journal Write

Think about a time when you chose to speak up for yourself or on behalf of someone else. Why did you choose to speak up? How did it make you feel?

Discussion Questions

1. Leaders of the civil rights movement decided not to start the bus boycott in reaction to Claudette's arrest because she was young and poor. Talk about reasons why they felt this way. Do you agree with their standpoint? Why or why not?
2. Jo Ann Robinson listed three rules she wanted changed on the busses in Montgomery. (p. 41) How does having a specific plan make change more manageable. Talk generally, but also specifically about this situation.

Additional Activities

1. Create a pro and con list for choosing Claudette to be the bus boycott spokesperson.
2. Update your timeline of Claudette's life using information in chapters 3-6.



Name: _____



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CHAPTER 7

ANOTHER NEGRO WOMAN HAS BEEN ARRESTED

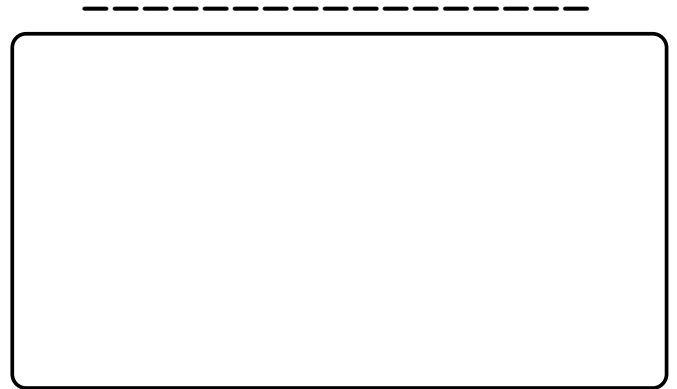
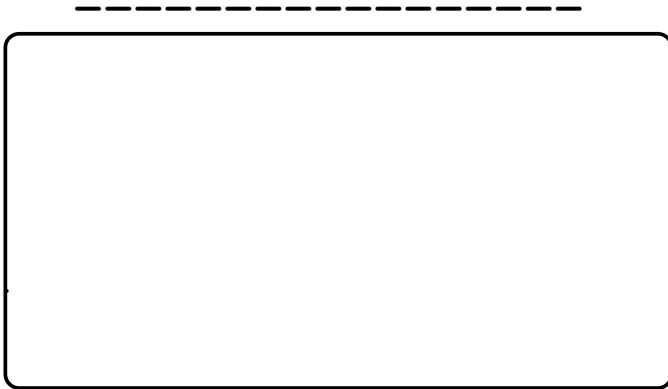
Vocabulary Words

For two of the following words, draw a scene including the vocabulary word in use. Include the word in the caption of each picture.

Distributors

Mimeograph machine

Allies



Journal Write

Write about an issue/topic you feel very strongly about. How do you show your support for this issue in your daily life?

Discussion Questions

1. Claudette chose to go back to Birmingham to face not only white people but peers who were unkind to her. Why do you think she made this choice?
2. Why do you think Claudette's classmates and neighbors did not treat her as a hero after she was arrested?
3. If you could choose one issue on which to take a personal stand, what would you choose?

Additional Activities

1. Using the Venn Diagram Sheet, compare and contrast Rosa Parks and Claudette Colvin (Venn Diagram sheet can be found at the end of the unit study.)
2. In one paragraph explain why the black civil rights leader chose Rosa Park's arrest to spark their social revolution.



Name: _____



CLAUDETTE COLVIN
Twice Towards Justice

CHAPTER 8

SECOND FRONT, SECOND CHANCE

Vocabulary Words

As you read the chapter and make a list of legal terms. Create a vocabulary match using your found words and their correct definitions. Trade with a classmate! Check to make sure they got all of the correct answers.

Journal Write

Your choice: Tell about a time when you showed courage. OR Tell about the most courageous person you know.

Discussion Questions

1. What things did people do to support the bus boycott?
2. Why did Fred Gray and other NCAPP lawyers want a Federal trial instead of a trial in a state court?
3. Why was courage a necessary trait for the plaintiffs?
4. Why do you think it helped Claudette to think of Harriet Tubman before her trial?

Additional Activities

1. During the bus boycott, the bus company was losing \$3,200 a day. How much money did they lose in a week? A month? A year?
2. Write out the conversation that might have happened between Fred Gray and Claudette (and her family) in the form of a play/screenplay.
3. Draw the courtroom as Claudette saw (and described) it (on the last page of chapter 8).



Name: _____



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CHAPTER 9

BROWDER VS. GAYLE

Vocabulary Words

Use context clues to uncover the meanings of these phrases. These phrases are examples of figurative language. Why did the author choose to present the story using these terms?

Nerves frayed: _____

Silver tongue: _____

Hammering at the point: _____

Star witness: _____

Journal Write

“All the boycotts and sit ins and marching in themselves did not cure the illness of discrimination. It was the court decision that did it.” – Judge Frank M. Johnson Jr. In your own words, explain what this quote means.

Discussion Questions

1. What kinds of things did people do to support Claudette during her May 11, 1959 trial? How was this similar/different from her first trial?
2. Based on Judge Rives statement at the end of the day, who do you think is going to win the case?

Additional Activities

Let's do a little math. By the time the trial started, how much money had the bus companies lost? (\$3,200 a day for 159 days)

_____ X _____ = _____



Name: _____



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Twice Towards Justice

CHAPTER 10

RAGE IN MONTGOMERY

Vocabulary Words

For each word, list a synonym and an antonym.

Integrated - Synonym: _____ Antonym: _____

Dejectedly - Synonym: _____ Antonym: _____

Futile - Synonym: _____ Antonym: _____

Gesture - Synonym: _____ Antonym: _____

Journal Write

Describe a small gesture that someone made that made a big impact or difference for you.

Discussion Questions

1. Were you surprised by the judges' ruling? What clues in the story led you to believe in one winner over another?
2. Claudette is standing up for her people, but post trial no one is willing to help her. If you were Claudette, would you be willing to help anymore? Why or why not?
3. What do you think the senders of hate mail hope to accomplish? Do you think these letters are the same or different than mean social media posts/texts that are common today?

Additional Activities

Post the words Agree/Disagree on two different sides of your classroom. Ask students to prepare personal opinion statements supported by evidence from the text for each of the provided statements. Students will then choose a side of the room for each statement and debate using their opinions and evidence. The teacher will start each mini-debate by reading the statement and then moderate the comments as well as encourage students to speak in complete sentences, use their evidence as well as opinions and learn to engage in persuasive discussions respectfully. (Statements/signs on the next 2 pages.)



Name: _____



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CHAPTER 10

RAGE IN MONTGOMERY - ADDITIONAL ACTIVITY

Read Aloud these Statements:

(feel free to add more of your own if you like)

Claudette Colvin was an influential person in the Civil Rights Movement.

You have to be an adult to be an agent of change.

Hate mail is an effective means of communication.

Speaking up is worth the effort.



Claudette Colvin

Twice Towards Justice Discussion Signs



AGREE

Anticipation Guide Discussion Signs



DISAGREE

Anticipation Guide Discussion Signs



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Journal Writes and Discussion Questions

1. How has this story affected your life/thoughts/actions/ convictions?
Use real life examples or personal plans you have for the future.
2. Who is a young person that inspires you?
3. What did the author do to help make reading a non-fiction book feel like reading a novel?
4. If you could recommend this book to one person, who would you choose and why?
5. Claudette has been described as “A lighthouse in a stormy sea”. Using the text as examples, explain this metaphor.
6. How does the sharing of this teenager’s story impact the portrayal of history of the Civil Rights movement?
7. This book is based on several interviews between the author Phillip Hoose and Claudette Colvin. If given the opportunity, who would you choose to interview? Why? List at least 3 questions you would ask this person.

Additional Activities

1. Create an ABC power point for either Claudette Colvin or the Bus Boycott. List one fact for each letter on a separate slide. Example: D is for December. On December 5, 1955, the bus boycott began.
2. At the end of the book, there is an interview transcript. Read Phillip’s questions and Claudette’s answers and then write/share your own reflections on the conversation. Additionally, list a few questions you’d like to ask Ms. Colvin.
3. Sound Track Project

Select a song that represent each chapter’s mood and events. Full project can be found here:

<http://www.teacherspayteachers.com/Product/Novel-Project-Soundtrack-Project-491031>

POST READING ACTIVITIES



Name: _____



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Frayer Model Vocabulary Sheet

The diagram consists of a central circle divided into four equal quadrants. In the center of the circle is a black circle containing a white question mark. Each quadrant is labeled: 'Word' (top-left), 'Defintion' (top-right), 'Examples' (bottom-left), and 'NonExamples' (bottom-right). Arrows point from each quadrant to a corresponding empty rectangular box with rounded corners located outside the circle. The boxes are positioned as follows: top-left box for 'Word', top-right box for 'Defintion', bottom-left box for 'Examples', and bottom-right box for 'NonExamples'.

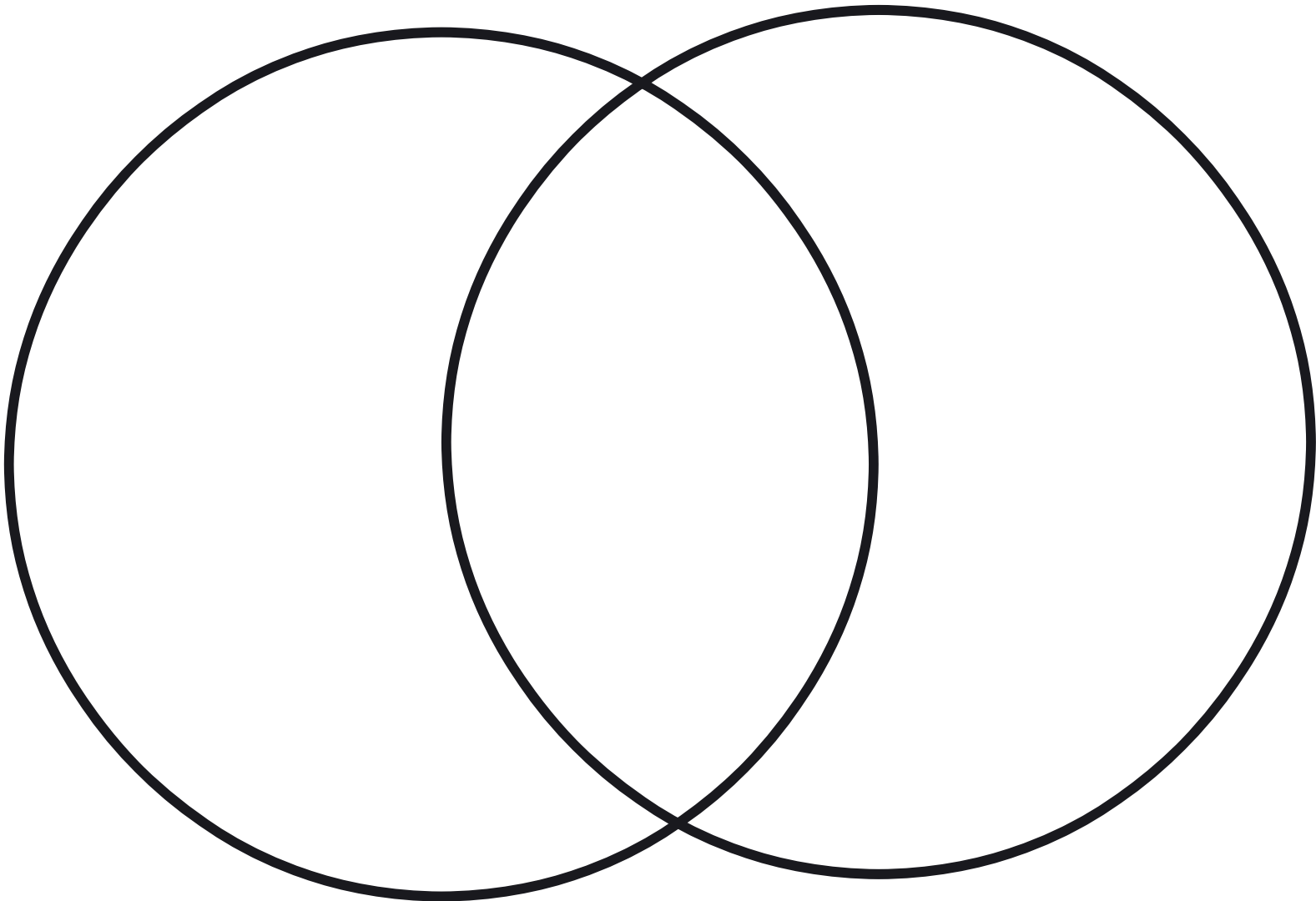


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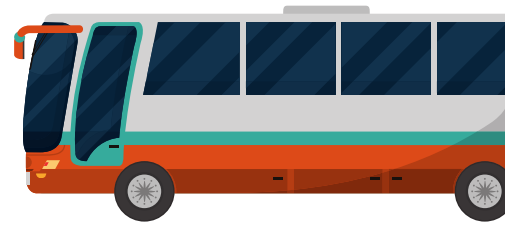
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Venn Diagram



More for this Book

Claudette Colvin: Twice Towards Justice



Make sure you grab the quizzes for this great book too!
Samples:

Name: _____



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CHAPTER 1 ANSWER KEY

- The **rules, customs** and **traditions** of Montgomery, said the bus driver was a segregation law enforcer. What vocabulary word is a synonym for the bolded words?
a. ordinance
b. humiliating
c. segregation
d. infuriating
- Which two vocabulary words describe how blacks felt while riding busses? (choose 2)
a. ordinance
b. humiliating
c. segregation
d. infuriating
- During the first half of the 1900's these kinds of laws were enforced in the southern United States, but not in the Northern states.
a. ordinance
b. humiliating
c. segregation
d. infuriating
- What age was Claudette when she learned her first lesson about the way blacks and whites were to behave together?
a. 2
b. 3
c. 4
d. 5
- What was the commonly heard name for segregation laws?
a. Jim Crow
b. Robert Raven
c. Crow Jimbo
d. Crowding Carl
- During the time Claudette was a child, list three things races were forbidden to do in the same area.
marry, swim, play at the same parks, play on the same sports teams, use the same bathrooms or drinking fountains, go to school, ride an elevator, etc.
- Where was one place blacks and whites were forced to be together on a daily basis?
a. restaurants
b. churches
c. busses
d. grocery Stores

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17
score



Name: _____



CLAUDETTE COLVIN
twice Towards Justice

CHAPTER 1 JIM CROW AND THE DETESTED NUMBER 10

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MORE FROM THE *Word Nerd*

Other Quizzes Available:

The Invention of Hugo Cabret by Brian Selznick

Rules by Cynthia Lord

A Long Walk to Water by Linda Sue Park

A Wrinkle in Time by Madeline L'Engle

Other Reading and Writing Activities to check out:

- * Collective Noun Practice
- * Reader's Theater Rubric
- * Novel Sound Track Project
- * A Long Walk to Water Journal Writes
- * Poetry Powerpoint
- * Genre Powerpoint
- * Newbery Powerpoint and Notes Sheet

Thanks for teaching! Thanks for shopping! Don't forget to grab your free motivational quote poster set, by clicking [here](#).

Sincerely,
Amanda Zieba
(The Word Nerd)



***THANK YOU FOR
DOWNLOADING!***



A FEW MORE THINGS...

Please leave a review and feedback! By doing this you help future teachers decide if this item is worth their \$\$ and a good fit for their students. You also earn credits to use toward FREE product!

Check out other products in my store! I have PowerPoints for Story Elements, Poetry Formats and the Newbery Award, as well as tons of writing resources and several full novel units (A Wrinkle in Time, Rules, The Invention of Hugo Cabret, A Long Walk to Water and Claudette Colvin: Twice Towards Justice.)

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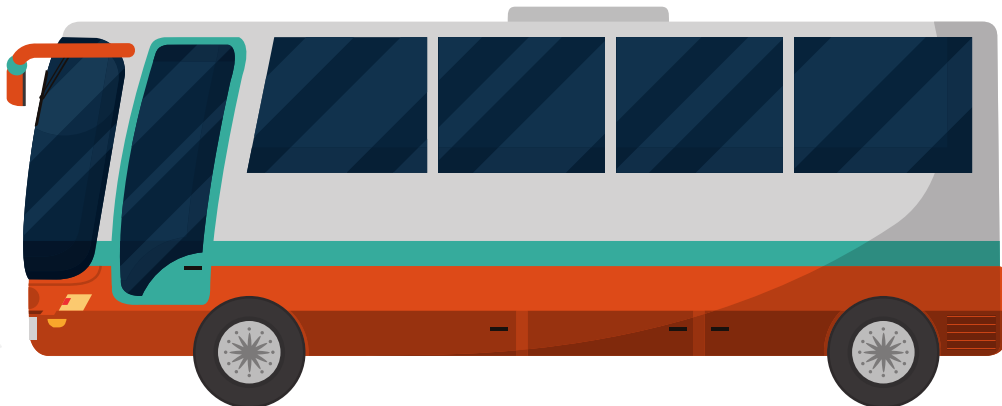


CLAUDETTE COLVIN

Twice Towards Justice



CHAPTER QUIZZES



Created by Amanda Zieba (The Word Nerd)



CLAUDETTE COLVIN

Twice Towards Justice

Dear Teacher friend,

Thank you so much for downloading this set of quizzes. I hope that you find them useful while you are teaching and reading this important nonfiction book. I hope that as you read it, your students are better able to understand this influential part of our country's history.

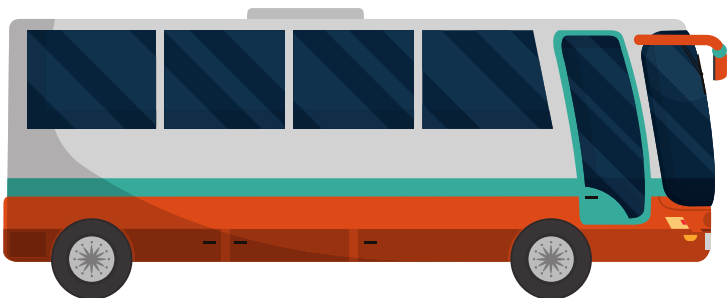
Included in this product you will find a quiz for each chapter , as well as an answer key for each quiz. You will also find a [link to an audio recording of chapter 1.](#)

Happy Teaching,
Amanda Zieba



P.S. If you find these quizzes helpful, stop by [my store](#) again for more novel units, quizzes and response activities.

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Listen to the first Chapter!

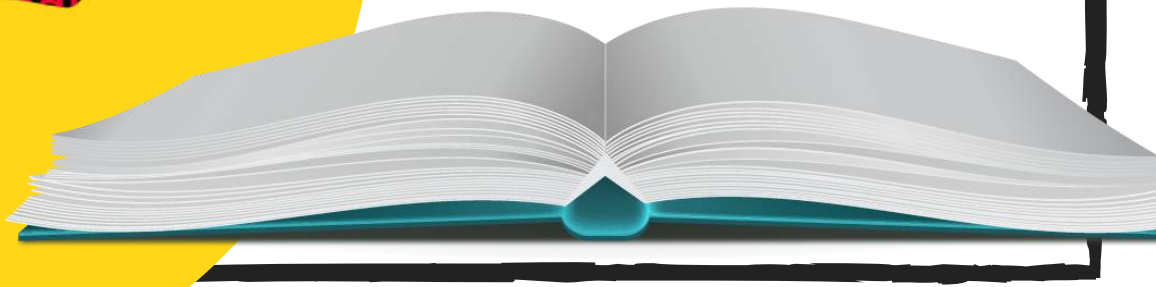
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OTHER FIRST CHAPTERS
AVAILABLE INCLUDE:

- A WRINKLE IN TIME
- RULES
- A LONG WALK TO WATER
- THE REMARKABLE JOURNEY TO COYOTE SUNRISE
- THE INVENTION OF HUGO CABRET
- MORE COMING SOON!



Name: _____



CLAUDETTE COLVIN
Twice Towards Justice

CHAPTER 1

JIM CROW AND THE DETESTED NUMBER 10

1. The **rules**, **customs** and **traditions** of Montgomery, said the bus driver was a segregation law enforcer. What vocabulary word is a synonym for the bolded words?
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 - b. humiliating
 - c. segregation
 - d. infuriating
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 - c. segregation
 - d. infuriating
3. During the first half of the 1900's these kinds of laws were enforced in the southern United States, but not in the Northern states.
 - a. ordinance
 - b. humiliating
 - c. segregation
 - d. infuriating
4. What age was Claudette when she learned her first lesson about the way blacks and whites were to behave together?
 - a. 2
 - b. 3
 - c. 4
 - d. 5
5. What was the commonly heard name for segregation laws?
 - a. Jim Crow
 - b. Robert Raven
 - c. Crow Jimbo
 - d. Crowding Carl
6. During the time Claudette was a child, list three things races were forbidden to do in the same area.
 1. _____
 2. _____
 3. _____
7. Where was one place blacks and whites were forced to be together on a daily basis?
 - a. restaurants
 - b. churches
 - c. busses
 - d. grocery Stores



Name: _____



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CHAPTER 1

ANSWER KEY

1. The **rules**, **customs** and **traditions** of Montgomery, said the bus driver was a segregation law enforcer. What vocabulary word is a synonym for the bolded words?
a. ordinance
b. humiliating
c. segregation
d. infuriating
2. Which two vocabulary words describe how black citizens felt while riding busses? (choose 2)
a. ordinance
b. humiliating
c. segregation
d. infuriating
3. During the first half of the 1900's these kinds of laws were enforced in the southern United States, but not in the Northern states.
a. ordinance
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5. What was the commonly heard name for segregation laws?
a. Jim Crow
b. Robert Raven
c. Crow Jimbo
d. Crowding Carl
6. During the time Claudette was a child, list three things races were forbidden to do in the same area.
marry, swim, play at the same parks, play on the same sports teams, use the same bathrooms or drinking fountains, go to school, ride an elevator, etc.
7. Where was one place blacks and whites were forced to be together on a daily basis?
a. restaurants
b. churches
c. busses
d. grocery Stores



Name: _____



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CHAPTER 2

COOT

1. Choose a correct synonym for the word: INQUISITIVE.
 - a. dull
 - b. curious
 - c. brilliant
 - d. sleepy
2. Choose a correct synonym for the word: DEGRADING.
 - a. shaming
 - b. uplifting
 - c. demanding
 - d. dirty
3. What major event was happening in Claudette's childhood?
 - a. World War I
 - b. World War II
 - c. Vietnam War
 - d. The Cold War
4. Who did Claudette live with?
 - a. her biological mother and father
 - b. her sister Delphine
 - c. all of her sisters
 - d. her great aunt, great uncle and her sister Delphine.
5. According to Claudette, name one good thing about down town.

6. According to Claudette, name one bad thing about down town.

7. What tragedy did Claudette face on her 13th birthday?



Name: _____



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CHAPTER 2

ANSWER KEY

1. Choose a correct synonym for the word: INQUISITIVE.
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 - c. all of her sisters
 - d. her great aunt, great uncle and her sister Delphine.**

5. According to Claudette, name one good thing about down town.

Stores, hot dog stand, family friends

6. According to Claudette, name one bad thing about down town.

Not being able to try clothes/hats/shoes on, rude treatment at stores and doctors' offices, can't go to or play at the "nice park" in town, etc.

7. What tragedy did Claudette face on her 13th birthday?

Her sister Delphine died of Polio.



Name: _____



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CHAPTER 3

WE SEEMED TO HATE OURSELVES

1. Which vocabulary word is defined as "to change"?
 - a. citadel
 - b. transform
 - c. hypocrisy
2. Which vocabulary word is defined as "to be two-faced or false and insincere"?
 - a. citadel
 - b. transform
 - c. hypocrisy
3. Which vocabulary word is defined as "a strong building, a fortress or stronghold"?
 - a. citadel
 - b. transform
 - c. hypocrisy
4. According to Claudette, the way to be popular at Booker T. Washington High School was to:
 - a. Join the track team
 - b. Sing in the choir
 - c. Wear your school uniform with personal style and flair
 - d. Have light skin and straight hair
5. What event caused Claudette to really think hard about prejudice and racism?
 - a. Her sister's death
 - b. The arrest of her classmate
 - c. Her daily bus riding
 - d. Negro History Week

6. Explain why Miss Nesbit was positive influence in Claudette's life.

7. True or False: Claudette wanted her high school to be segregated.

- a. True
- b. False

8. Why did Claudette feel this way about her school and segregation?



Name: _____



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Twice Towards Justice

CHAPTER 3

ANSWER KEY

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 - c. Her daily bus riding
 - d. Negro History Week
6. Explain why Miss Nesbit was positive influence in Claudette's life.

Miss Nesbit was a good example of an educated woman who valued education. She helped Claudette value and understand herself.
7. True or False: Claudette wanted her high school to be segregated.
 - a. True**
 - b. False
8. Why did Claudette feel this way about her school and segregation?

Claudette wanted her school to be segregated because she hoped if white kids went to her school, better books and materials would also come with them. She wanted a better school so she could be prepared to go to college and become a lawyer.



Name: _____



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CHAPTER 4

IT'S MY CONSTITUTIONAL RIGHT

1. Which vocabulary word means: a minor according to the law?
 - a. standoff
 - b. disputed
 - c. juvenile
 - d. penitentiary
 - e. revolution

2. Which vocabulary word means: an uprising or major change?
 - a. standoff
 - b. disputed
 - c. juvenile
 - d. penitentiary
 - e. revolution

3. Which vocabulary word means: argued, debated or undecided?
 - a. standoff
 - b. disputed
 - c. juvenile
 - d. penitentiary
 - e. revolution

4. When Claudette refused to move from her bus seat, who removed her from the bus?
 - a. her neighbor
 - b. her pastor
 - c. the bus driver
 - d. two white policemen

5. What is the name of Claudette's lawyer?
 - a. Jo Ann Robinson
 - b. Martin Luther King, Jr.
 - c. Fred Gray
 - d. T.J. Ward

6. What was Claudette saying as she was taken off the bus?
 - a. "I want to ride!"
 - b. "It's my seat!"
 - c. "It's my constitutional right!"
 - d. "Civil rights for all!"



Name: _____



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Name: _____



CLAUDETTE COLVIN

Twice Towards Justice

CHAPTER 5

THERE'S THE GIRL THAT GOT ARRESTED

1. After Claudette's arrest, what protest event/idea was gaining momentum?
 - a. a bus boycott
 - b. a retail store boycott
 - c. a movie theater boycott
 - d. a restaurant boycott

2. Who was a major supporter of this idea?
 - a. Claudette
 - b. Jo Ann Robinson
 - c. The Women's Political Council
 - d. Both b and c

3. The attempt to gain justice for Claudette's arrest was who's political debut?
 - a. Jo Ann Robinson
 - b. E.D Nixon
 - c. Martin Luther King Jr.
 - d. Fred Gray

4. Describe Claudette's interactions with Rosa Parks.

5. Who was Claudette's lawyer?
 - a. Jo Ann Robinson
 - b. E.D Nixon
 - c. Martin Luther King Jr.
 - d. Fred Gray

6. Which vocabulary word is an antonym for the way Claudette acted throughout her trial?
 - a. craven
 - b. influential
 - c. humiliating
 - d. diplomatic



Name: _____



CLAUDETTE COLVIN

Twice Towards Justice

CHAPTER 5

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4. Describe Claudette's interactions with Rosa Parks.

Rosa Parks was the head of a black youth group that Claudette attended. She tried to get Claudette involved with the NCAAP. Rosa helped Claudette raise money for her trial by baking and selling cookies.

5. Who was Claudette's lawyer?

- a. Jo Ann Robinson
- b. E.D Nixon
- c. Martin Luther King Jr.
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Name: _____



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CHAPTER 6

CRAZY TIMES

1. Which two vocabulary word pairs are opposites?
 - a. profane and burgeoning
 - b. elite and inferior

2. Why did some civil rights leaders have doubt on using Claudette as the bus boycott spokesperson?
 - a. She was young.
 - b. She was poor.
 - c. She didn't live in the right neighborhood.
 - d. All of the above.

3. Claudette's criminal record would affect:
 - a. Her job applications
 - b. Her credit score
 - c. Her ability to get into college
 - d. All of the above

4. Who was one person who really seemed to listen and care about what Claudette had to say?
 - a. Rosa Parks
 - b. An unnamed light skinned black man
 - c. Her biological mother
 - d. Her best friend

5. Who was the second teenage girl to be arrested on the bus?
 - a. Rosa Parks
 - b. Claudette's sister
 - c. Mary Louise Smith
 - d. Susan B. Anthony

6. Why could this second girl's arrest not be used to move the civil rights movement forward in a legal sense?



Name: _____



CLAUDETTE COLVIN

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CHAPTER 6

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1. Which two vocabulary word pairs are opposites?
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Her fine had already been paid and it was too late to mount a legal charge. There was also no newspaper publicity, many people did not know about it.



Name: _____



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CHAPTER 7

ANOTHER NEGRO WOMAN HAS BEEN ARRESTED

1. What would be the modern day version of a mimeograph?
 - a. copy machine
 - b. computer
 - c. cash register
 - d. cell phone
2. Choose a correct synonym for ally.
 - a. enemy
 - b. partner
 - c. aluminum
 - d. soldier
3. Why did Claudette move away from Montgomery?
 - a. She got sick.
 - b. She was tired of the civil rights movement.
 - c. She was pregnant.
 - d. She was banned from the city.
4. What was significant about the date Monday, December 5, 1955?
 - a. It was Claudette's birthday.
 - b. The day of Claudette's trial.
 - c. The first day of the bus boycott.
 - d. The day Claudette got kicked out of school.
5. During this time, who became a leader of the civil rights movement, rallying people in a positive way?
 - a. Claudette Colvin
 - b. E.D Nixon
 - c. Mr. Smiley
 - d. Martin Luther King, Jr.
6. True or False: The bus boycott informational leaflet was successful; many people stayed off the bus the first day.
 - a. True
 - b. False



Name: _____



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Twice Towards Justice

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ANSWER KEY

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CLAUDETTE COLVIN
Twice Towards Justice

CHAPTER 8

SECOND FRONT, SECOND CHANCE

1. “We are going to hold our stand. We are not going to be a part of any program that will get Negroes to ride the buses again at the price of the destruction of our heritage and way of life.” Who said this? (p, 73)

- a. Martin Luther King, Jr.
- b. E.D. Nixon
- c. Mayor “Tacky” Gayle
- d. Reverend Johnson

2. What was the MIA?

- a. Montgomery Improvement Association
- b. Movement in Alabama
- c. Momentum in Action
- d. Martin’s Improvement of Alabama

3. What did the MIA do for black residents during the bus boycott?

- a. organize car pools
- b. prepare meals
- c. raise money for court cases
- d. protect the plaintiffs

4. Make a list of things boycotters did to keep their spirits up and support each other.

5. Which court case struck down the “separate but equal” notion?

- a. Plessy vs. Ferguson
- b. Browder vs. Gayle
- c. Boycotters vs. Alabama
- d. Brown vs. Board of Education Topeka

6. What did Claudette name her baby?

- a. Martin
- b. QP
- c. Raymond
- d. Peace



Name: _____



CLAUDETTE COLVIN

Twice Towards Justice

CHAPTER 8

ANSWER KEY

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CLAUDETTE COLVIN

Twice Towards Justice

CHAPTER 9

BROWDER VS. GAYLE

1. "Silver tongue" and "hammering the point" are examples of what kind of language?
 - a. poetic language
 - b. smart language
 - c. fancy language
 - d. figurative language

2. Who was not at Claudette's second trial?
 - a. her mother
 - b. Fred Gray
 - c. Martin Luther King, Jr.
 - d. the judges failed to show up

3. Charles Langford, one of the lawyers for the plaintiffs, said that "if there was a star witness in the bus boycott case, it was _____."
 - a. Susie McDonaals
 - b. Mary Louise Smith
 - c. Claudette Colvin
 - d. Martin Luther King, Jr.

4. What was the nickname of the Browder vs. Gayle Trial?
 - a. Humpty Dumpty
 - b. Goldilocks and the 3 Buses
 - c. Hot Potato
 - d. Wheels on the Bus

5. By the time of Claudette's trial, how long had the bus boycott been going on?
 - a. 100 days
 - b. 159 days
 - c. 5 months
 - d. 1 year

6. The city of Montgomery's lawyers tried to pin the problem of the bus boycott on one individual. Who?
 - a. Martin Luther King, Jr.
 - b. Claudette Colvin
 - c. Rosa Parks
 - d. Fred Gray



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CHAPTER 10

RAGE IN MONTGOMERY

1. Select an antonym for integrated.

- a. together
- b. segregated
- c. united
- d. verdict

2. Select an antonym for futile.

- a. pointless
- b. unsuccessful
- c. useless
- d. useful

3. Complete this quote by Judge Johnson. "The boycott case was a simple case of legal and _____ rights being _____." (p. 103)

4. True or False. The judges debated for hours before finally coming to a decision.

- a. True
- b. False

5. True or False. No one called Claudette to tell her the results of the trial. She heard about it on the news.

- a. True
- b. False

6. Describe how the residents of Montgomery reacted to the integration of the city buses. Give at least 2 specific examples.



Name: _____



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1. Select an antonym for integrated.

- a. together
- b. segregated**
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- d. verdict

2. Select an antonym for futile.

- a. pointless
- b. unsuccessful
- c. useless
- d. useful**

3. Complete this quote by Judge Johnson. "The boycott case was a simple case of legal and **HUMAN** rights being **DENIED**." (p. 103)

4. True or False. The judges debated for hours before finally coming to a decision.

- a. True
- b. False**

5. True or False. No one called Claudette to tell her the results of the trial. She heard about it on the news.

- a. True**
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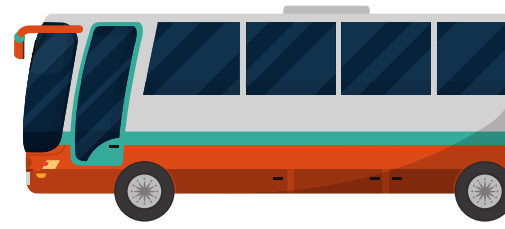
6. Describe how the residents of Montgomery reacted to the integration of the city buses. Give at least 2 specific examples.

Bombs, violence, snipers shooting at buses, beatings, etc.



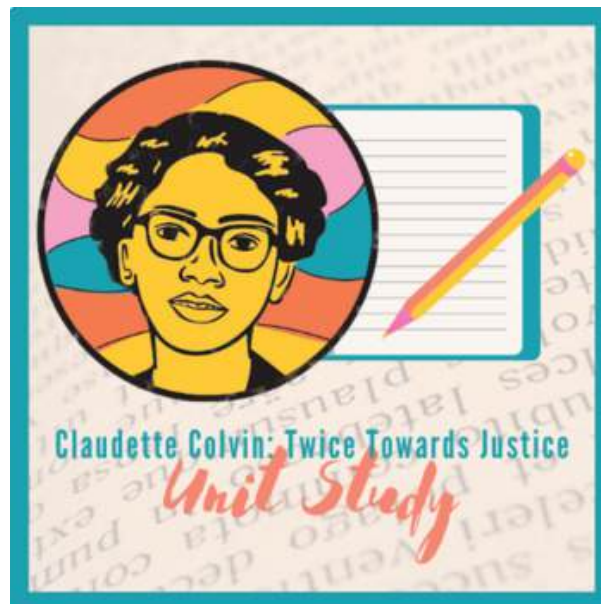
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