

Name: _____ Date: _____

Claudette Colvin: A Dauntless Teen Hero

Directions: To be dauntless is to be brave and determined in the face of something frightening or dangerous. In this activity, you will consider in what ways Claudette Colvin was dauntless in the play *This Is What Courage Looks Like*. We provided one event from the play during which Claudette was dauntless; you provide the other. Then answer the questions, using text evidence to support your ideas.

Event 1: In Scene 2, Claudette refuses to give up her seat on a public bus to a white woman, as the law in Montgomery, Alabama, requires her to do. Two police officers get on the bus and arrest Claudette.

1. What made this situation frightening or dangerous?
2. In what way was Claudette brave and determined during this event?

Event 2: _____

1. What made this situation frightening or dangerous?
2. In what way was Claudette brave and determined during this event?

This Is What Courage Looks Like

1. In Scene 1, Eddie says, “At the movies, we have to sit in the balcony, a million miles from the screen.” Eddie is using hyperbole. What idea is he expressing? (figurative language)
2. Based on Claudette’s lines in Scene 1, what can you tell about her personality? (character)
3. In Scene 2, Claudette tells her classmates that she wants to “bring the Constitution to Montgomery.” What does she mean? (figurative language)

4. In Scene 2, Claudette twice says, “I paid my fare.” What point is she trying to make? (inference)
5. In Scene 5, when Gray asks Claudette to be a plaintiff in a lawsuit, why does she “inhale sharply”? (inference)
6. In Scene 6, Knabe says to Claudette, “Be honest. Didn’t Reverend King give you the idea that there was something wrong with the buses?” Why does he ask her this question? (character motivation, inference)
7. The play’s final line states that Claudette “had helped bring the Constitution to Montgomery, just as she said she would.” How was her experience similar to her original plan? How was it different? (compare and contrast)

Critical-Thinking Questions

©2016 BY SCHOLASTIC INC. TEACHERS MAY PROJECT OR MAKE COPIES OF THIS PAGE TO DISTRIBUTE TO STUDENTS.

Name: _____ Date: _____

Go to Scope
Online to listen
to the words
and definitions
read aloud!

Vocabulary:

This is What Courage Looks Like

1. **boycott (BOI-kot)** *verb or noun*; To *boycott* is to refuse to buy something or take part in something as a way of expressing disapproval. For example, you might boycott a company that tests its nail polish on animals by refusing to buy any of that company's products. As a noun, *boycott* refers to the act of refusing to buy something or take part in something. If enough people take part in the boycott, the company might decide to stop testing its nail polish on animals.

2. **federal (FED-er-ul)** *adjective*; *Federal* means “related to the national government.” In the U.S., we have a federal system of government, meaning that power is divided between a national (that is, federal) government and state governments. Some areas of life are under the control of the state governments and others are under the control of the federal government. Federal judges, like the ones that Claudette Colvin testified before in the *Browder v. Gayle* case, hear cases involving the violation of federal laws—laws that are based on the U.S. Constitution and apply to the whole country.

3. **integrated (IN-tih-grey-tid)** *adjective*; The verb *integrate* means “to combine two or more things into a whole, or to make one person or thing part of another group or thing.” If a recipe tells you to integrate the butter into the dry ingredients, it's telling you to add the butter to the dry ingredients and mix until it all combines into one ball of dough. The adjective *integrated* means “having different parts working together as a whole.” Things that are integrated have been brought together.

Often, *integrate* is used with the particular meaning of combining different groups of people—of stopping segregation (see *segregation*, below). If you integrate a school, you open it to all students. Likewise, *integrated* is often used to mean “not racially segregated.” An integrated community includes people of different races, ethnicities, religions, etc.

4. **plaintiff (PLEYN-tif)** *noun*; In a court case, the person or group of people that is accusing another person or group of breaking the law is the plaintiff. (The person or group that the plaintiff is accusing is called the defendant.)

5. **segregation (seg-ri-GEY-shuhn)** *noun*; *Segregation* is the act of keeping different groups (such as people of different races or religions) apart from one another.

6. Supreme Court (suh-PREEM kohrt) *noun*; The Supreme Court is the highest and most powerful court in the United States. It has the power to judge whether federal, state, and local governments are following the law. The Supreme Court's decisions usually affect the whole country.

7. testimony (TES-tuh-moh-nee) *noun*; Testimony is a spoken or written statement that someone gives—usually in court—after having promised to tell the truth. When you give testimony, you tell what you saw or what you know.

8. unconstitutional (uhn-kon-sti-TOO-shuh-nl) *adjective*; The Constitution is the highest law in the United States. It gives us our rights and explains how our government works. All other laws come from the Constitution. A law or practice that is constitutional follows the Constitution; a law or practice that is *unconstitutional* violates (goes against) the Constitution and is therefore illegal. Only the Supreme Court can declare a law unconstitutional.

Directions: In the space below and on the back of this page (if necessary), list any other words from the play whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

Vocabulary Practice

This Is What Courage Looks Like

Directions: Fill in the circle next to the best answer to each question or phrase that best completes the sentence.

1. Which of the following people definitely has a job in the federal government?

- Ⓐ the principal of a middle school
- Ⓑ the president of the United States
- Ⓒ the governor of a state
- Ⓓ the mayor of a town

3. Which event requires the participation of a plaintiff?

- Ⓐ a tennis match
- Ⓑ a mountain climbing expedition
- Ⓒ a criminal court case
- Ⓓ an election

2. If a law is found to be unconstitutional, that means it is _____.

- Ⓐ illegal
- Ⓑ legal
- Ⓒ unpopular
- Ⓓ not important

4. Choose the sentence that uses *integrated* correctly.

- Ⓐ Steve integrated all of the group members' research into the presentation.
- Ⓑ Amy integrated the cat away from the dogs.
- Ⓒ Jen integrated her car into a parking spot.
- Ⓓ Harold was integrated after the rainstorm.

Directions: Rewrite each sentence below using one of the words or names in the box. We did the first one for you.

boycott

integrated

Supreme Court

testimony

segregation

5. According to what Steve said under oath during the trial, he was at home on the night of the robbery.

According to Steve's testimony, he was at home on the night of the robbery.

6. The separation of boys and girls at school is common in some parts of the world.

7. Many people decided to stop buying things from the store until it improved conditions for its workers.

8. People across the country waited to hear the decision of the highest court in the United States.

Name: _____ Date: _____

This Is What Courage Looks Like Quiz

Directions: Read *This Is What Courage Looks Like*. Then answer the questions below.

1. What is the author's main purpose in *This Is What Courage Looks Like*?
 - (A) to teach readers about the Constitution
 - (B) to persuade readers that Harriet Tubman is a hero
 - (C) to inform readers about a little-known teenager who stood up to injustice
 - (D) to entertain readers with a suspenseful court trial
2. Which statement best describes the role of the three Historians?
 - (A) They describe the characters' actions.
 - (B) They tell the audience what the characters are thinking.
 - (C) They provide historical information that helps readers understand the story.
 - (D) They teach Claudette about history.
3. Which statement best describes the purpose of Scene 1?
 - (A) to show how Jim Crow laws restricted the civil rights of African-American students in the South
 - (B) to build suspense through the story of Harriet Tubman
 - (C) to introduce readers to the protagonist
 - (D) both A and C
4. Which word best describes Claudette's teacher?
 - (A) inspiring
 - (B) cautious
 - (C) strict
 - (D) concerned
5. In Scene 2, what does Claudette mean when she says "I want to bring the Constitution to Montgomery"?
 - (A) She wants the leaders of Montgomery to sign the Constitution.
 - (B) Montgomery does not have a copy of the Constitution and she wants to bring one there.
 - (C) She wants to fight for the black citizens of Montgomery to get them the rights that the Constitution guarantees them.
 - (D) She is worried that Jim Crow laws are going to be added to the Constitution.
6. Which of the following details does NOT belong in a summary of the play?
 - (A) The play is set in Montgomery, Alabama, in the 1950s, when Jim Crow laws enforced racial segregation in the South.
 - (B) Claudette Colvin was arrested for refusing to give up her bus seat to a white passenger.
 - (C) Claudette's testimony helped win a lawsuit that forced Montgomery to integrate its bus system.
 - (D) Claudette was ironing when she heard the outcome of *Browder v. Gayle*.

Constructed-Response Questions



Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. Jim Crow laws enforced segregation in the South. How did these laws affect the lives of citizens in places like Montgomery? Use text evidence to support your answer.
8. Thomas Jefferson once said, "When injustice becomes law, resistance becomes duty." What did he mean? How does this idea apply to Claudette Colvin?

Name: _____ Date: _____

This Is What Courage Looks Like Quiz

Directions: Read *This Is What Courage Looks Like*. Then answer the questions below.

1. What is the author's main purpose in *This Is What Courage Looks Like*?
 - (A) to teach readers about the Constitution
 - (B) to persuade readers that Harriet Tubman is a hero
 - (C) to inform readers about a teenager who stood up to a racist, unjust law
 - (D) to entertain readers with an exciting court trial
2. What do the three Historians do in the play?
 - (A) They tell what happened to Claudette Colvin when she grew up.
 - (B) They tell the audience what the characters are thinking.
 - (C) They provide historical information that helps readers understand the story.
 - (D) They teach Claudette about history.
3. Scene 1 introduces the main character, Claudette Colvin. What else does Scene 1 do?
 - (A) It compares Claudette to Rosa Parks.
 - (B) It builds suspense about what happens to Harriet Tubman.
 - (C) It shows where the idea for the Montgomery Bus Boycott got started.
 - (D) It shows how Jim Crow laws affected African-American students in the South.
4. Which word best describes Claudette's teacher?
 - (A) inspiring
 - (B) worried
 - (C) strict
 - (D) old-fashioned
5. In Scene 2, what does Claudette mean when she says "I want to bring the Constitution to Montgomery"?
 - (A) She wants the leaders of Montgomery to sign the Constitution.
 - (B) Montgomery does not have a copy of the Constitution and she wants to bring one there.
 - (C) She wants to fight for the black citizens of Montgomery to get them the rights that the Constitution guarantees them.
 - (D) She is worried that Jim Crow laws are going to be added to the Constitution.
6. Which of the following details does NOT belong in a summary of the play?
 - (A) The play is set in the 1950s, when the South had unfair, racist laws called Jim Crow.
 - (B) Claudette Colvin was arrested for refusing to give up her bus seat to a white passenger.
 - (C) Claudette helped win a lawsuit that forced Montgomery to integrate its bus system.
 - (D) Claudette was ironing when she heard the outcome of the trial.

Constructed-Response Questions



Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. Jim Crow laws enforced segregation in the South. How did these laws affect the lives of citizens in places like Montgomery? Use text evidence to support your answer.
8. Claudette was inspired by Harriet Tubman. Explain how both women placed themselves in danger for the sake of freedom. Use text evidence to support your answer.

Name: _____ Date: _____

Literary Elements and Devices

Identifying the basic elements of a literary work can help you understand it better.
 Use this activity to help you understand *This Is What Courage Looks Like*.
 See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Claudette Colvin, Miss Nesbitt, and one other character of your choice: (1) decide whether the character is **major** or **minor**; (2) briefly describe the character, including his or her appearance, personality, and background; and (3) decide whether the character is **static** or **dynamic** and explain why.

A. CLAUDETTE COLVIN is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

She is a ☐ **static** ☐ **dynamic** (check one) character. I think so because _____

B. MISS NESBITT is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

She is a ☐ **static** ☐ **dynamic** (check one) character. I think so because _____

C. is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

He/She is a ☐ **static** ☐ **dynamic** (check one) character. I think so because _____

2. What is the purpose of the Historians in the play? Support your answer with details from the text.

Section 2: Setting

3. A. Where and when does the story take place? _____

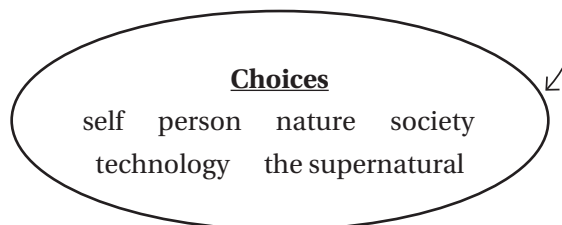
B. What does the reader learn from the photos and captions about what life was like during this time?

Section 3: Plot and Structure

4. A. What is the main **conflict** the **protagonist** faces? Explain it briefly.

B. Is this conflict **internal** or **external**? _____

C. Another way to describe this **conflict** is: person vs. _____.



5. How is the conflict resolved?

Section 4: Figurative Language

In each quote from the story below, underline the example of figurative language. Check one of the choices provided to show which type of figurative language it is. Then explain the effect of the figurative language—what it helps the reader understand or what it adds to the story.

6. “At the movies we have to sit in the balcony, a million miles from the screen, even when the seats for white people down below are empty.” (p. 18)

☐ hyperbole ☐ metaphor ☐ personification

What the figurative language helps the reader understand or what it adds to the story:

7. “Indeed they did. But history can be careless about who it remembers.” (p. 18)

☐ simile ☐ idiom ☐ personification

What the figurative language helps the reader understand or what it adds to the story:

Name: _____ Date: _____

Literary Elements and Devices

Identifying the basic elements of a literary work can help you understand it better.
 Use this activity to help you understand *This Is What Courage Looks Like*.
 See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Claudette Colvin, Miss Nesbitt, and one other character of your choice: (1) decide whether the character is **major** or **minor**; (2) briefly describe the character, including his or her appearance, personality, and background; and (3) decide whether the character is **static** or **dynamic** and explain why.

A. CLAUDETTE COLVIN is a ☒ **major** ☐ **minor** (check one) character.

We filled in the info for the first character as an example!

Description: Claudette Colvin is a 15-year-old African-American girl. She is courageous and determined. She stands up to injustice by refusing to give up her seat on a bus to a white person and testifies against the city in federal court.

She is ☐ **static** ☒ **dynamic** (check one) character. I think so because

she changes from a girl who dreams of standing up to Jim Crow laws to a civil rights protester. Over the course of the play, she gains courage and conviction and develops into the person she always hoped she would be.

B. MISS NESBITT is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

She is a ☐ **static** ☐ **dynamic** (check one) character. I think so because

C. is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

He/She is a ☐ **static** ☐ **dynamic** (check one) character. I think so because

2. What type of information do the Historians provide? Support your answer with details from the text.

Section 2: Setting

3. A. Where and when does the story take place? _____

B. What does the reader learn from the photos and captions about what life was like during this time?

Section 3: Plot and Structure

4. A. Describe the **conflict** Claudette faces that has to do with riding the bus.

B. This conflict is **external**. Another way to describe this **conflict** is: person vs. _____.

Choices

self person nature society
technology the supernatural

5. How is this conflict resolved?

Section 4: Figurative Language

In each quote from the story below, an example of figurative language is underlined. Check one of the choices provided to show which type of figurative language it is. Then explain the effect of the figurative language—what it helps the reader understand or what it adds to the story. We’ve done the first one for you.

6. “At the movies we have to sit in the balcony, a million miles from the screen, even when the seats for white people down below are empty.” (p. 18)

☒ hyperbole ☐ metaphor ☐ personification

What the figurative language helps the reader understand or what it adds to the story:

This exaggeration helps readers understand how Eddie feels about where black people are required to sit in a movie theater. It reveals that Eddie feels the distance he must sit from the movie screen is needlessly long and unfair.

7. “Indeed they did. But history can be careless about who it remembers.” (p. 18)

☐ simile ☐ idiom ☐ personification

What the figurative language helps the reader understand or what it adds to the story:

Name: _____ **Date:** _____

Video Discussion Questions

Scope Time Machine: The 1950s

1. What is the mood of the first half of the video, about life in America in the 1950s (0:13-:2:04)? Consider the narration, music, and visuals.
2. How does the mood of the video change for the segment about segregation (starting at 2:05)? Consider the narration, music, and visuals.
3. The narrator says Americans in the 1950s were chasing a new “American Dream” (1:52). In your own words, explain what the “American Dream” is. According to information in the second half of the video, does it seem like the “American Dream” was available to all Americans in the 1950s?

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Claudette Contest

To be dauntless is to be brave and determined in the face of something frightening or dangerous. In what way was Claudette Colvin dauntless? Answer this question in a short essay. Use text evidence. Five winners will each get *Claudette Colvin: Twice Toward Justice* by Phillip Hoose.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ use of supporting evidence
- ⇒ good organization and transitions
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com or mail them to: Claudette Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY December 20, 2016!