

Grade 5:

Unit 2

Claudette Colvin: Twice Toward Justice: Whole Class Book Seminars

Seminar 3: Whole Class Book

What Does Success Look Like?

Scholars understand how Hoose’s choice to weave Claudette’s personal anecdotes into his own narrative allows him to convey powerful ideas about Claudette’s story.

Seminar 3:

Claudette Colvin: Twice Toward Justice: Chapters 1–2 (pages 2–19)

Do Now — 10 minutes

- Play classical or jazz music to establish a calm work environment.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Tell scholars that today they will begin reading *Claudette Colvin: Twice Toward Justice*, a powerful story about a young girl’s remarkable act. As scholars listen, they should think about which narrator is telling the story: Phillip Hoose or Claudette Colvin. Tell scholars that as they listen to the opening pages, they should consider why Hoose might have chosen to weave Claudette’s personal anecdotes into his own narrative text.

Read and Discuss 1 — 35 minutes

Read:

- **Play Audiobook (00:00:41–00:09:57):** Chapter 1, pages 2–8 (stop after paragraph 1, “...’black apes.’”)

Discuss:

- Scholars discuss the following question in pairs: What have we learned about life in Montgomery, Alabama? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why did Hoose entitle the chapter, “Jim Crow and the Detested Number Ten”?

Read:

- **Play Audiobook (00:09:57–00:14:10):** Chapter 1, second paragraph on page 8 (“Over the years...” – page 9)

Discuss:

- Scholars discuss the following question in pairs: On page 9, why does Hoose write “change was in the wind”? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Hoose end the chapter with a description of Claudette boarding a bus?

Write — 10 minutes

Write an essay of no more than 200 words:

- Jo Ann Robinson wrote that “The ten empty seats became an obsession to weary workers” (page 7). What did Robinson mean when she wrote this? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 20 minutes

Independent Reading (15 minutes):

- Chapter 2, pages 10-19

Discuss:

- Scholars discuss the following question in pairs: What do we learn about Claudette through the personal stories Hoose includes in the text? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

- If scholars nailed the previous question, ask: How do these personal stories help the reader better understand Claudette’s life? Insist that scholars back up their claims with evidence from the text.

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How would your understanding of Claudette’s life be different if Hoose were the primary narrator in the chapter? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 4: Whole Class Book

What Does Success Look Like?

Scholars understand how Claudette’s exposure to the realities of injustice around her caused her to make the choice to stay in her seat on the bus.

Seminar 4:

Claudette Colvin: Twice Toward Justice: Chapters 3–4 (pages 20–37)

Do Now — 10 minutes

- Play classical or jazz music to establish a calm work environment.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the previous seminar by having scholars quickly discuss the following question from yesterday: How would your understanding of Claudette’s life be different if Hoose were the primary narrator in the chapter? Then, build excitement for today’s reading.

Read and Discuss 1 — 35 minutes

Read:

- **Play Audiobook (00:32:55–00:42:36):** Chapter 3, pages 20–26 (stop at the break)

Discuss:

- Scholars discuss the following question in pairs: Why does Claudette describe Jeremiah Reeve’s arrest as the “turning point of [her] life”? (page 24). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: The discussion of Jeremiah Reeves comes right after Claudette and Hoose share information about Claudette’s social experience in school. How do these experiences relate to one another?

Read:

- **Play Audiobook (00:42:36–00:50:46):** Chapter 3, page 26 (paragraph 1) – page 29

Discuss:

- Scholars discuss the following question in pairs: How does Claudette’s experience in school shape her identity? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

Write — 10 minutes

Write an essay of no more than 200 words:

- How does the title of Chapter 3, “We Seemed to Hate Ourselves,” relate to Claudette’s experiences in school with other students and with her teachers? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to the scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 20 minutes

Independent Reading (15 minutes):

- Chapter 4, pages 30–37

Discuss:

- Scholars discuss the following question in pairs: What is Claudette’s perspective regarding the incident on the bus? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Compare Claudette’s description of the incident with that of the police report (page 35). How do the two accounts differ? Insist that scholars back up their claims with evidence from the text.

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

Reread page 37. Why does Claudette say she “felt proud”? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *Claudette Colvin: Twice Toward Justice*, Chapter 5 (pages 38–49).

Seminar 5: Whole Class Book

What Does Success Look Like?

Scholars understand that Claudette lost support from many of those around her following her conviction, and question why black leaders did not think Claudette was the “right” spokesperson for the movement.

Seminar 5:

Claudette Colvin: Twice Toward Justice: Chapter 6 (pages 50–61)

Do Now — 10 minutes

- Play classical or jazz music to establish a calm work environment.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from scholars’ at-home reading by having scholars quickly discuss the following question: Why did black leaders help Claudette prepare for her court hearing? Then, build excitement for today’s reading.

Read and Discuss 1 — 35 minutes

Read:

Play Audiobook (01:26:17–01:33:12): Chapter 6, pages 50–54 (stop at the break)

Discuss:

- Scholars discuss the following question in pairs: How was the community’s initial reaction to Claudette’s conviction different from their initial reaction to her arrest? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why did “the leaders of the burgeoning Montgomery bus revolt [turn] away from Claudette Colvin”? (page 52).

Read:

Play Audiobook (01:33:12 –01:38:13) Chapter 6, pages 54–56 (stop at the break)

Discuss:

- Scholars discuss the following question in pairs: How were Claudette’s pigtails “the strongest statement [she] could make...”? (page 55). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How did Claudette’s peers treat Claudette after her conviction?

Write — 10 minutes

Write an essay of no more than 200 words:

- How does Claudette’s life change following her conviction? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to the scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 20 minutes

Independent Reading (15 minutes):

- Chapter 6, pages 56–61

Discuss:

- Scholars discuss the following question in pairs: What does Hoose mean when he says that leaders were looking for the “right” person? (page 58). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Hoose include the story of Mary Louise Smith? Insist that scholars back up their claims with evidence from the text.

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Were leaders correct in deciding that Claudette was not the “right” person for their cause? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 6: Whole Class Book

What Does Success Look Like?

Scholars articulate the connection between Rosa Parks’ story and Claudette’s arrest. Additionally, they understand how the bus boycott led to the decision to begin a court case challenging the practice of segregated buses.

Seminar 6:

Claudette Colvin: Twice Toward Justice: Chapters 7–8 (pages 62–77)

Do Now — 10 minutes

- Play classical or jazz music to establish a calm work environment.

- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the previous seminar by having scholars quickly discuss the following question from yesterday: How did Claudette’s life change following her conviction? Then, build excitement for today’s reading.

Read and Discuss 1 — 30 minutes

Read:

- **Read Aloud:** Chapter 7, pages 62–65 (stop at the break)

Discuss:

- Scholars discuss the following question in pairs: How was Rosa Parks’s arrest different from Claudette’s arrest? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why was Rosa Parks “embraced by a city ready for action”? (page 65). Insist that scholars back up their claims with evidence from the text.

Read:

- **Read Aloud:** Chapter 7, pages 65–71

Discuss:

- Scholars discuss the following question in pairs: What was Claudette’s reaction to Rosa Parks’ arrest? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

Write — 10 minutes

Write an essay of no more than 200 words:

- Why did Claudette decide to return to Montgomery? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 25 minutes

Independent Reading (15 minutes):

- Chapter 8, pages 72–77 (stop at the break)

Discuss:

- Scholars discuss the following question in pairs: What was the role of the Montgomery Improvement Association (MIA)? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How was the MIA effective in broadening the bus boycott?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Why were the MIA carpools an effective way to get more people involved in the bus boycott? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *Claudette Colvin: Twice Toward Justice*, Chapter 8 (pages 77–85).

Seminar 7: Whole Class Book

What Does Success Look Like?

Scholars analyze Claudette’s testimony, drawing conclusions about Hoose’s perspective on this case. Additionally, scholars understand how the aftermath of the trial resulted in the partially true story that is frequently told today.

Seminar 7:

Claudette Colvin: Twice Toward Justice: Chapters 9–10 (pages 86–111)

Do Now — 10 minutes

- Play classical or jazz music to establish a calm work environment.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from scholars’ at-home reading by having scholars quickly discuss the following question: Why does Claudette agree to testify in the boycott lawsuit?

Read and Discuss 1 — 35 minutes

Read:

- **Read Aloud:** Chapter 9, pages 88–96 (stop at the break)

Discuss:

- Scholars discuss the following question in pairs: How does Hoose’s detailed description of the time leading up to the trial help you to understand the trial itself? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why did Fred Gray have such a careful plan for the trial? Insist that scholars back up their claims with evidence from the text.

Read:

- **Read Aloud:** Chapter 9, pages 96–101

Discuss:

- Scholars discuss the following questions in pairs: Why does Hoose narrate the specific language that Claudette uses to answer questions? What impact does this have on the reader’s opinion of Claudette? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Hoose end the chapter with Claudette’s final reflection on the day? Insist that scholars back up their claims with evidence from the text.

Write — 10 minutes

Write an essay of no more than 200 words:

- On page 100, the lawyer Charles Langford calls Claudette the “star witness in the boycott case.” Why was Claudette’s role in the trial so significant? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to the scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 20 minutes

Independent Read (15 minutes):

- Chapter 10, pages 102-111

Discuss:

- Scholars discuss the following question in pairs: What was the aftermath of the case? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- Scholars discuss the following question as a whole class: How was Claudette’s life impacted by her experience with the case?
- If scholars nailed the previous questions, ask: What is Hoose arguing about Claudette’s experience following the court case?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Should Claudette have received more recognition for her role in the court case? Why or why not? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 8: Whole Class Book

What Does Success Look Like?

Scholars explain Hoose’s purpose for writing *Claudette Colvin: Twice Toward Justice*, and articulate his argument about Claudette’s role in history.

Seminar 8:

Claudette Colvin: Twice Toward Justice: Epilogue, Author’s Note, and Afterword
(pages 112–124)

Do Now — 10 minutes

- Play classical or jazz music to establish a calm work environment.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

Tell scholars that as they listen to the final pages of Hoose’s powerful book, they should pay attention to his message about Claudette’s role in history.

Read and Discuss 1 — 35 minutes

Read:

- **Play Audiobook (03:22:42–03:28:56):** Epilogue, pages 112–115 (stop at the break)

Discuss:

- Scholars discuss the following question in pairs: Why does Hoose entitle the epilogue “History’s Door”? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What is significant about the way Hoose structures the epilogue?

Read:

- **Play Audiobook (03:28:56–03:36:38):** Epilogue, paragraph 3 page 115 – Author’s Note, page 119

Discuss:

- Scholars discuss the following question in pairs: What is Claudette’s final message to the reader? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- Scholars discuss the following questions as a whole class:
 - Why does Hoose include the epigraph from Fred Gray at the beginning of the epilogue?
 - What is Hoose’s message to the reader?
- If scholars nailed the previous questions, ask: How does Hoose’s book support his statement that “Claudette Colvin’s life story shows how history is made up of objective facts and personal truths, braided together”? (page 119).

Write — 10 minutes

Write an essay of no more than 200 words:

- Why is the final line of the epilogue important to the text? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to the scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 20 minutes

Independent Reading (10 minutes):

- Afterword, pages 120-124

Discuss:

- Scholars discuss the following question in pairs: How does the information in this section inform our understanding of Claudette? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- Scholars discuss the following questions as a whole class:
 - Why didn’t Claudette have a black author tell her story?
 - What is Hoose’s argument about the way history is told?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Why did Hoose want to tell Claudette Colvin’s story? Justify your argument with at least **two** concrete pieces of evidence from the text.

You Did It!

Congratulations! You've reached the end of Literature Unit 2: *Claudette Colvin: Twice Toward Justice*!

As a result of teaching this unit, you as the teacher have:

- Guided your scholars through the powerful, untold story of Claudette Colvin.
- Built your scholars' ability to articulate their understanding of texts both orally and in writing.

Your scholars can:

- Navigate a nonfiction text with various text features, and understand the author's purpose in presenting a text in this unique way.
- Write and revise arguments of 200 words to demonstrate their understanding of texts.

Celebrate your scholars' successes by acknowledging what they can now do as readers as a result of their work during this unit. Invite scholars to share how much fun they had learning about Claudette Colvin.

Reflect on your successes and stretches, as well as those of your scholars. Look at your Fountas & Pinnell results. Have your scholars grown as readers over the last month? Between the start of the school year and midyear, your scholars should move from a Level S to a Level U. This is always a tricky jump for scholars and they can easily get stuck, making little to no growth. In order to move to a Level U, scholars must pay attention to how the setting impacts the plot, keep track of jumps in time and narration, consider the perspectives of multiple characters, and connect ideas across multiple pages and chapters. Enlist parents to help get scholars over this hump!

Scholars must read at home, as well as in school. Do you have 100% of your scholars reading nightly at home? Make sure at-home reading is happening, and meet with families who are falling short to recommit them to this team effort.

Do you have 100% of your scholars reading fluently? Using all of the tools at their disposal to figure out the meaning of what they are reading?

Do you have 100% of your scholars doing their literacy homework? You must insist that 100% of scholars are completing their homework nightly.

Going into the next unit, make specific reading goals for yourself. Set a percentage goal for how many children you will move. Set a goal for children who are not reading at home. Who will you get to consistently read at home? Set a goal for moving any scholars stuck at level R or below. Why are they stuck? Do they read fluently? Do they understand what they're reading? Do they understand the big idea? How will you partner with parents to support their growth?

If you are having trouble meeting your goals, do not wait until you have NOT succeeded. Consult your colleagues. Consult your leaders. ASK FOR HELP so you can meet your goals!