

HOUGHTON MIFFLIN HARCOURT

# COMMON CORE

## ELA EXEMPLAR RESOURCE

Instruction with  
Performance Assessment

- Common Core ELA instruction for ALL exemplar texts at Grades 6-8
- Close reading support to help students analyze complex texts
- Text-based performance tasks for assessment success

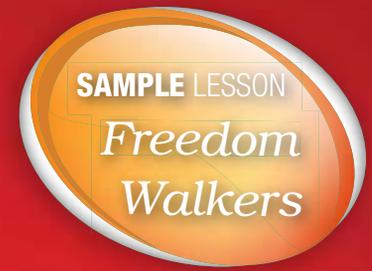
**SAMPLER**  
Grades 6-8  
Freedom Walkers

The Text Exemplars in the Common Core State Standards Appendix B exemplify the complexity, quality, and range of texts with which students must engage. The lessons in the ***Common Core ELA Exemplar Instructional & Performance Assessment Resource*** provide the instructional support that students need to build knowledge and skills from each text.



# COMMON CORE

## ELA EXEMPLAR RESOURCE



**Fill your class with rich, text-based discussion.** Complex texts warrant close reading and inspire thoughtful conversation.

- **Classroom Collaboration** activities guide students to discuss texts in depth, segment by segment.
- **Think through the Text** questions ensure that students comprehend a text during their first read.
- **Analyze the Text** questions require text evidence that sends students into a deep second read.

**Develop students' vocabulary.** Students are exposed to and interact with new and powerful vocabulary in complex texts, building rich and flexible word knowledge.

- **Academic Vocabulary instruction** provides student-friendly definitions for Tier Two words in each segment.
- **Domain-Specific Vocabulary instruction** helps students make sense of Tier Three words.

**Prepare students for Common Core assessments.** Complex texts such as the Text Exemplars are likely to appear in the new assessments.

- **Performance Tasks** lead students through multi-step assignments to analyze and respond to texts.
- **Student Checklists** help students embed quality responses into their written or oral presentations.

**OBJECTIVES**

- Identify main ideas and supporting details
- Describe how an author structures a text
- Analyze text using text evidence

*Freedom Walkers* is broken into three instructional segments.

**SEGMENTS**

- SEGMENT 1 . . . . . pp. 1-35
- SEGMENT 2 . . . . . pp. 36-74
- SEGMENT 3 . . . . . pp. 75-111

**Options for Reading**

**Independent** Students read the book independently and then answer questions posed by the teacher.

**Supported** Students read a segment and answer questions with teacher support. Encourage students to read at least a portion of each segment on their own.



# Freedom Walkers

**The Story of the Montgomery Bus Boycott**

by Russell Freedman

**SUMMARY** Late in 1955, the entire African American community in Montgomery, Alabama, rose up behind Rosa Parks when she was arrested and jailed after refusing to give up her seat on a bus to a white man. The resulting boycott of the Montgomery bus system led to landmark civil rights victories and the end of public segregation.

**ABOUT THE AUTHOR** Russell Freedman is the author of more than fifty nonfiction titles. His careful choice of period photographs illustrates and deepens meaning for the reader. He has received numerous awards for his work, including the Laura Ingalls Wilder Award.

## Discuss Genre and Set Purpose

**INFORMATIONAL TEXT** Have students briefly page through the book to examine the text and accompanying photographs. Discuss with students how they can tell that this book is informational.

**SET PURPOSE** Have students determine a purpose for reading, such as to learn information about the Montgomery Bus Boycott.

**COMMON CORE** **Common Core Connection**

**RI.6.1** cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn; **RI.6.2** determine a central idea of a text/provide a summary; **RI.6.10** read and comprehend literary nonfiction; **RH.6.5** analyze how a primary source is structured

TEXT COMPLEXITY RUBRIC		<i>Freedom Walkers</i> INFORMATIONAL TEXT
Overall Text Complexity		COMPLEX
Quantitative Measures	Lexile	1110L
	Guided Reading Level	Z
Qualitative Measures	Text Structure	 some unfamiliar language, but mostly clear and direct; somewhat complex sentence structures
	Language Conventinality and Clarity	 some unfamiliar or academic words
	Knowledge Demands	 some specialized knowledge required
	Purpose/Levels of Meaning	 implied, but easy to identify from context

### Academic Vocabulary

Read each word with students and discuss its meaning.

**segregation** (p. 1) • the enforced separation of different racial groups, in a country, community, or establishment

**grievances** (p. 3) • actual or supposed wrongs that are cause for complaint or protest

**boycott** (p. 12) • a way to express protest by refusing to buy or use something

**submission** (p. 15) • the act of accepting or yielding to a superior force or authority

**galvanized** (p. 17) • shocked or excited into taking action

#### FIRST READ

## Think Through the Text

Have students cite text evidence and draw inferences to answer the following questions.

**pp. 1-5** • *What was the reason for segregation in the American South? How did segregation laws affect African Americans in the South? African Americans were not viewed as equal to whites. Segregation was used to keep the races separate.* ■ RI.6.1, RI.6.10

**pp. 17-30** • *What events caught the attention of E. D. Nixon? What did he and others hope to do? E. D. Nixon and others wanted to show that segregation on buses was unconstitutional.* ■ RI.6.2

#### SECOND READ

## Analyze the Text

- Read the last paragraph on page 20 aloud as students look for text evidence to answer the question: *How can you tell that leaders like E. D. Nixon had thought deeply and carefully about how to win a case against bus segregation in court? The text describes the drawbacks of using Claudette Colvin's case, and notes that the court process would require strong and costly support. This shows me that the idea of bringing a case against bus segregation to court was not frivolous or based simply on anger.* ■ RI.6.10
- Briefly review basic text structures with students, including sequential, spacial, and causal structures. Then guide students to look back at the text to answer the question: *Which two text structures did the author primarily use to explain how the civil rights movement began? Sequential? Spacial? Causal? Why? Russell Freedman primarily used a sequential relate this movement, which moves through time and follows a historical timeline. However, he also used cause and effect to emphasize and help explain what caused key events to occur. An example of sequential structure appears on page 51, last paragraph; an example of causal structure appears on pages 62-65* ■ RH.6.5

### Domain Specific Vocabulary

**mimeograph machine** (p. 33) • a copying machine that uses a rotary duplicator and stencils

**injunction** (p. 34) • a judicial order that restrains a person from taking certain actions

**MLK** (p. 35) • Martin Luther King, Jr.



### ENGLISH LANGUAGE LEARNERS

#### Use Visuals

Use the text photographs to develop students' oral language. Have students tell how the photographs support the ideas in the text.

### RESPOND TO SEGMENT 1



#### Classroom Collaboration

Have small groups work together to create and present a summary, as well as raise questions that might be answered in the next segment.

### Domain Specific Vocabulary

**NAACP** (p. 38) • National Association for the Advancement of Colored People; an African American civil rights organization formed in 1909

**Jim Crow** (p. 42) • ethnic discrimination, particularly against African Americans

### ELL ENGLISH LANGUAGE LEARNERS

#### Use Sentence Frames

Guide students to generate adjectives that could describe Rosa Parks and Martin Luther King, Jr., and have them orally complete sentence frames, such as:  
*Martin Luther King, Jr. was \_\_\_\_\_ because \_\_\_\_\_.*

### RESPOND TO SEGMENT 2



#### Classroom Collaboration

Have small groups work together to summarize what they have learned. Tell them to ask questions about anything they don't understand.



#### Common Core Connection

**RI.6.1** cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn; **RI.6.2** determine a central idea of a text/provide a summary; **RI.6.3** analyze how a key individual, event, or idea is introduced, illustrated, and elaborated; **RI.6.10** read and comprehend literary nonfiction; **W.6.1a** introduce claim(s) and organize reasons and evidence clearly; **RH.6.5** analyze how a primary source is structured

### Academic Vocabulary

Read each word with students and discuss its meaning.

**violating** (p. 38) • breaking a law or failing to follow one

**momentous** (p. 41) • of great importance or significance

**eminent** (p. 60) • distinguished or high-ranking

**oppression** (p. 67) • cruel or unjust treatment or control

**advocating** (p. 70) • recommending or speaking in favor of

### FIRST READ

## Think Through the Text

Have students cite text evidence and draw inferences to answer the following questions.

**pp. 36–40** • *Based on what you learn about Rosa Parks, what words could you use to describe her character?* Possible responses: *determined, dignified, hard-working* ■ RI.6.3

**pp. 42–47** • *What did Rosa Parks have to consider before agreeing to make her arrest a test case against bus segregation?* *She had to think about the real dangers she and her family might face.* ■ RI.6.1

**pp. 63–65** • *What key points did King want to get across in his speech?* Possible responses: *It was time to bring the oppression of blacks to an end; that people needed to rise up together; that protests must be civil and nonviolent.* ■ RI.6.2, RI.6.10

### SECOND READ

## Analyze the Text

- **Ask:** *Why did Martin Luther King, Jr., want his audience to think about their oppression?* Explain that to answer the question, students will need to look at the text. Read aloud the paragraph that begins at the end of p. 66 and continues on p. 67 aloud and ask students to listen for details that can help them answer the question. *In his speech, King wants to people to realize how they have been treated badly for so long. By using the word tired repeatedly, he is helping the audience connect to how tired they are of being oppressed.*
- Guide students to look back at the second paragraph on p. 69 to answer the question: *What word does King use repeatedly in this paragraph? Why?* *By repeating the word wrong, he sparks and builds on the idea that protest is not wrong.* ■ RI.6.3, RI.6.10
- **Ask:** *What factors made Martin Luther King, Jr., a good choice to head the organization that would plan the boycott?* *He was a religious leader and somewhat new to the area, so he had not yet been intimidated or pressured by white community leaders. He had also, at the meeting, declared that he was not afraid.* ■ RI.6.3

### Academic Vocabulary

Read each word with students and discuss its meaning.

**compromise** (p. 79) • an agreement to settle a dispute in which both sides accept less than they want

**perpetuate** (p. 91) • to make something continue indefinitely

**indicted** (p. 97) • accused of or charged with a crime

#### FIRST READ

## Think Through the Text

Have students cite text evidence and draw inferences to answer the following questions.

**pp. 75-76** • *What strategies did the boycott organizers come up with to help blacks avoid using buses? They studied how another bus boycott worked; they asked car owners to volunteer their vehicles to transport others; they created a communications network.* ■ RI.6.2

**pp. 88-90** • *How did white city leaders respond to the boycott? The mayor attempted to discredit black leaders. Police officers ticketed car pool drivers and harassed people waiting for rides.* ■ RI.6.2

**pp. 96-99** • *What was the effect of indicting 115 blacks under an old law that prohibited boycotts? Black leaders who had been indicted decided to turn themselves in; these actions became a source of pride.* ■ RI.6.1

#### SECOND READ

## Analyze the Text

- Ask: *Which of the boycotters' demands did city leaders find threatening?* To answer the question, students will need to review the text on page 80. *City officials were most threatened by the demand regarding bus seating, because it was illegal at the time. They didn't want to challenge these long-standing laws.* ■ RI.6.1, RI.6.10
- Guide students to look back at pages 89-90 to answer the question: *Why did King's insistence on nonviolence become so important? Tensions kept increasing, so if this violence had been met with more violence, it would have damaged the boycott effort.* ■ RI.6.1, RI.6.3

## Independent/Self-Selected Reading

Have students read *Freedom Walkers* independently to practice analyzing the text on their own or have them practice the skills using another reading book, such as:

- *Boycott Blues* by Andrea Davis Pinkney
- *I've Seen the Promised Land* by Walter Dean Myers ■ RI.6.10

### Performance Task

#### WRITE & PRESENT

1. Have small groups refer to the text to discuss ways the author integrates and presents information both sequentially and causally in order to explain how the civil rights movement started. Encourage students to take notes. ■ RH.6.5, RI.6.3
2. Individual students write a paragraph that describes how the author integrates and presents information both sequentially and causally. ■ W.6.2
3. Small groups reconvene to share their paragraphs with each other and edit their writing. ■ W.6.5, RH.6.5
4. Groups present their final ideas and examples to classmates. ■ SL.6.4, SL.6.6
5. Individual students turn in their final drafts to the teacher. ■ W.6.2, L.6.1-2

See *Copying Masters*, pp. 120-125.

#### STUDENT CHECKLIST

##### Writing

- Include a clear topic sentence.
- Describe how the author presents information both sequentially and causally to explain how the civil rights movement started.
- Provide a logical conclusion.

##### Speaking & Listening

- Engage effectively in collaborative discussions.
- Logically present claims and findings.
- Cite text evidence demonstrating sequential and causal structures.

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Digital**



Experience  
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Common Core Edition

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