

Name:

Date:

Hr:

Author's Purpose: from *Freedom Walkers: The Story of the Montgomery Bus Boycott* by Russell Freedman

Directions: read the following text and answer the questions on the side while you read to determine what the author's purpose was.

Not so long ago in Montgomery, Alabama, the color of your skin determined where you could sit on a public bus. If you happened to be an African American, you had to sit in the back of the bus, even if there were empty seats up front. →

1. What point of view will this piece be told from?

This piece will be told from the eyes of...

Back then, racial segregation was the rule throughout the American South. Strict laws--called "Jim Crow laws"--enforced a system of white supremacy that discriminated against blacks and kept them in their place as second-class citizens.

People were separated by race from the moment they were born in segregated hospitals until the day they were buried in segregated cemeteries. Blacks and whites did not attend the same schools, worship in the same churches, eat in the same restaurants, sleep in the same hotels, drink from the same water fountains, or sit together in the same movie theaters. →

2. What relationship does this paragraph show?

This paragraph shows the relationship between the _____ and _____

In Montgomery, it was against the law for a white person and a Negro to play checkers on public property or ride together in a taxi.

Most southern blacks were denied their right to vote. The biggest obstacle was the poll tax, a special tax that was required of all voters but was too costly for many blacks and for poor whites as well. Voters also had to pass a literacy test to prove that they could read, write, and understand the U.S. Constitution. These tests were often rigged to disqualify even highly educated blacks. Those who overcame the obstacles and insisted on registering as voters faced threats, harassment, and even physical violence. As a result, African Americans in the South could not express their grievances in the voting booth, which, for the most part, was closed to them. But there were other ways to protest, and one day a half century ago, the black citizens in Montgomery rose up in protest and united to demand their rights-by walking peacefully. →

3. Text Structure: this paragraph builds up to the key idea of the whole book. What do you think the key idea is?

The key idea of this book is that African American citizens _____

It all started on a bus.

4. Literary Elements: what storytelling element (characters, setting, plot) does this statement begin?

It begins the _____

Quickwrite: What do you think the author's purpose was for this piece? (to inform, to describe, or to persuade?)

I think the author's purpose for *Freedom Walkers* was to _____

because

Quickwrite 2: What do you think we could learn from this text?

"Are you going to stand up?" the driver demanded. Rosa Parks looked straight at him and said: "No." Flustered, and not quite sure what to do, Blake retorted, "Well, I'm going to have you arrested." And Parks, still sitting next to the window, replied softly, "You may do that."



Name:

Date:

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Author's Purpose: *Jo Ann Robinson*

Directions: read the following text and answer the questions on the side while you read to determine what the author's purpose was.

Looking back, she remembered it as the most humiliating experience of her life, "a deep hurt that would not heal." It had happened just before Christmas in 1949. She was about to visit relatives in Cleveland, Ohio, where she would spend the holidays. →

1. Key idea: This piece begins with the key idea. What do you think it is?

The key idea is that Jo Ann Robinson _____

Earlier that day she had driven out to Dannelly Field, the Montgomery, Alabama, airport, and checked her luggage for the flight to Cleveland. Then she drove back to the campus of Alabama State, an all-black college where she had been hired that fall as a professor of English. After parking her car in the campus garage, she took her armful of Christmas gifts, walked to the nearest bus stop, and waited for a ride back to the airport. →

2. Text Structure: what structure is used to tell this story? (chronological, spatial, compare & contrast, cause & effect, problem & solution)

The structure used to tell this story is:

Soon a Montgomery City Lines bus rolled into view and pulled up at the stop. Balancing her packages, Jo Ann Robinson stepped aboard and dropped her dime into the fare box. She saw that the bus was nearly empty. Only two other passengers were aboard—a black man in a seat near the back and a white woman in the third seat from the front. Without thinking, Robinson took a seat two rows behind the white woman.

"I took the fifth row seat from the front and sat down," she recalled, "immediately closing my eyes and envisioning, in my mind's eye, the wonderful two-week vacation I would have with my family and friends in Ohio."

Jolted out of her reverie by an angry voice, she opened her eyes and sat upright. The bus driver had come to a full stop and turned in his seat. He was speaking to her. "If you can sit in the fifth row from the front seat of the other buses in Montgomery," he said, "suppose you get off and ride in one of them." ↗

3. What point of view does the bus driver have here?

The bus driver _____

The driver's message didn't register at first. Robinson was still thinking about her holiday trip. Suddenly, the driver rose from his seat, went over to her, and stood with his arm drawn back, as if to strike her. "Get up from there!" he yelled. "Get up from there!" →

4. Literary elements: to what part of the plot does this dialogue go with? What is it building towards?

This dialogue is a part of the _____
_____ and is building towards the _____

Shaken and alarmed, Robinson bolted to her feet and stumbled off the bus in tears, packages falling from her arms. She has made the mistake of sitting in one of the front ten seats, which were reserved for white riders only.

"I felt like a dog," she wrote later. "And I got mad, after this was over, and I realized I was a human being, and just as intelligent and far more educationally trained than that bus driver was. But I think he wanted to hurt me, and he did...I cried all the way to Cleveland." →

5. Relationships: this quote connects to the _____ of the text

It explains why this incident later caused Robinson to join the _____

6. What do you think the author's purpose was for this piece? (to inform, to describe, or to persuade?)

I think the author's purpose for *Jo Ann Robinson* was to _____

because

7) What do you think we could learn from this text?