Rosa Parks

By Morgan Hymes

Purpose:

• The purpose of this lesson is for students to learn how the contributions of Rosa Parks changed the world we live in and how the actions she took shaped a major aspect of the Civil Rights Movement.

• SOL: 3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by

  o a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;

  o b) identifying the contributions of George Washington; Thomas Jefferson; Abraham Lincoln; Rosa Parks; Thurgood Marshall; Martin Luther King, Jr.; and Cesar Chavez;

  o c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country’s freedoms,

  o d) describing how people can serve the community, state, and nation

Objective:

• Students will be able to act out the events that took place on December 1, 1955; they will be able to do this at a 95% accuracy rating.

• Students will be able to complete a timeline on Rosa Parks’ life at a 80% accuracy (4 out of 5 events correct).

Procedure:

  Introduction:

• Begin with asking the students if any one can tell you some background information on Rosa Parks.
• Ask if they know what she is famous for and what she is best known for.
• Have a small discussion about what she’s known for and if any students have never heard of her to make sure that they are aware of who she is.
• Watch short video about the story of Rosa Parks:
  https://www.youtube.com/watch?v=Rs_utj3o1NQ
• Once the video is over, ask the students what some major things happened to her in her life.
  o What was her job?
  o What did she do on the bus?
  o Why did she do this?
  o What is her nickname when it comes to the Civil Rights?

Development:
• For the development the students will be putting on a skit to role play what happened on the bus that day.
• Set up eight chairs in two columns like a bus. Have eight students sit in the bus seats and tell them (and the class) that they have been working all day and they are tired. They are riding the bus home on a half-hour trip. Tell them that you are a new passenger getting on the bus.
• Role-play that you are getting on the bus. Pick a non-sensitive and tell him or her that he or she must get up and give you his or her seat.
• If the student hesitates, say “you know the law, people with (say shirt color) shirts must give up their seats if someone like me comes on the bus. So get up or I will have you arrested.”
• Hold a discussion about what happened and the feelings of the people involved.
• Guide students to the conclusion that this law is not fair and that’s why Rosa Parks took a stand for what she believed in.
• Talk about the boycotts and how it changed the course of the Civil Rights movement.

Summary:
• Pass out the timeline worksheet to the students
• Explain the directions to the students and summarize the events they need to know about in order to complete the timeline.
  - During this time make sure you take time to clear up any misunderstandings or concepts that have not been grasped.
• Pass out the materials needed (scissors, glue, crayons)
• Allow the students 10 minutes to complete the worksheet.
• If the students are finished early instruct them to color the worksheet.
• Collect the worksheets to check for accuracy.

Materials:
• 8 chairs
• computer
• speakers
• projection screen
• Timeline worksheet
  (file:///Users/morganhymes/Downloads/RosaParks.pdf)
• Scissors
• Glue
• Crayons/markers

*For Advanced Learners: Allow for them to explain their knowledge and help others in the classroom with their knowledge.

*For Struggling Learners: During the summary time, walk around and make sure they are understanding the events and spend time with them if they are not fully understanding.
Evaluation A:

- While the students are working, the teacher should be walking around and observing how the students are working and take note of students who are struggling and what wasn’t made clear to them.
- When the worksheets are turned in, the teacher will grade how each student did on the assignment. This is to check if the students fully understood what was being taught and if the objectives of this lesson have been reached.

Evaluation B:

- Did the students meet your objectives?
  - Yes, all the students met the expectations of this lesson. They all completed the skit and worksheets to the best of their ability and I was pleased to see that all the students completed the timeline at a 100% accuracy and worked diligently to complete it in the time frame given to them.

- What were the strengths of the lesson?
  - Some strengths of the lesson was the skit. It was great to see the kids get into it and realize how ridiculous it was for the busses to be segregated. I could see how passionate they were able the whole lesson and that they really got a grasp of what Rosa Parks stood for and believed in.

- What were the weaknesses?
  - Some weaknesses of this lesson is that not all students were able to take part in the lesson. I only had space to make a bus of eight chairs so other students had to stand and watch. I made sure to ask them questions as it went on so they felt involved but I wish I could have them all involved. Also, I could have done a
better job with giving instructions when doing the timeline and made sure all the students were paying attention.

• How would you change the lesson if you could teach it again?
  o If I re-teach this lesson I will make sure I have room to have all the students involved. Another option is to allow the students to do their own research and put on their own skit in small groups. This allows for all students to be involved and work together to learn more about Rosa Parks.