

Lesson Plans: 02 SS LPQ2 101 Rosa Parks and Montgomery Bus Boycott

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Grade Level : Grade 2

Subject : Social Studies - Elementary

Standards/Assessed Benchmarks: Florida STATE FL Social Studies Standard (2008)
Florida Sunshine State Standards

Grade 2

Civics and Government

2: Civic and Political Participation

SS.2.C.2.3 Explain why United States citizens have guaranteed rights and identify rights.

SS.2.C.2.5 Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

Description/Abstract of Lesson: Students will: understand the heroic actions that Rosa Parks took to demand her rights. learn how laws in the United States are made.

Essential Question-Scope & Sequence: **How have African Americans influenced today's society?**

Technology Connections and Teacher Materials: Academy of Achievement's biography of Rosa Parks
<https://achievement.org/achiever/rosa-parks/>

History.com website, including many videos

<http://www.history.com/topics/rosa-parks>

Printable worksheets and biography of Rosa Parks

<http://www.enchantedlearning.com/history/us/aframer/parks/>

Technology Connections and Student Materials: Coleman, Evelyn. *White Socks Only*. Morton Grove: Albert Whitman & Company, 1996. Giovanni, Nikki. *Rosa*. New York: Henry Holt, 2005. Littlesugar, Amy *Freedom School, Yes!* New York: Philomel Books, 2001. Miller, William. *The Bus Ride* New York: Lee & Low Books, 1998 Rappaport, Doreen. *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.* New York: Hyperion, 2001. Wiles, Deborah. *Freedom Summer*. New York: Atheneum Books, 2001 Woodson, Jacqueline. *The Other Side*. New York: G.P. Putnam, 2001. Paper Yellow, blue, red, and orange crayons Art supplies of the teacher's choice: either crayons, colored pencils, pastels markers, or paint Biography of Rosa Parks.

Duration : 3 Days

Vocabulary: **Activist** – One who works for a specific cause that he or she believes is just and fair, such as Civil Rights **Boycott** – When a group of people stop using a certain product or service as a form of protest **Chapter** – A local branch of a larger organization **Civil Rights Movement** – The struggle for equal rights for African Americans in the United States during the 1950's and 1960's **Colored** – A term used to describe African Americans during Jim Crow **Desegregation** – The ending of the practice of keeping people of different races apart **Discrimination** – The unfair treatment of people because they are different **Integration** – Allowing people of all races to use something equally **NAACP** – National Association for the Advancement of Colored People, a group that works to help black people gain their civil rights **Passive resistance** – Resistance to laws or government by non-violent methods **Prejudice** – A negative feeling about someone with no good reason **Seamstress** – One who sews for a living **Segregation** – Laws and actions that separate people from one another **Unconstitutional** – A law that is not allowed by the United States' highest law, the Constitution

Steps to Deliver Initial Instruction:

- The teacher should review the *Rosa Parks background and timeline* <http://www.rosaparksfacts.com/rosa-parks-timeline>. Introduce the students to the story of Rosa Parks with using a biography such as *A Picture Book of Rosa Parks* by David Adler. Make a list of Rosa Parks' character traits. Discuss how her actions helped change society. The discussion of discrimination should focus on people trying to identify differences between people
- Move desks out of the way and set up chairs in two columns like a bus. Have students reenact the scene on the bus. Discuss how the different people must have

felt, including Rosa Parks, the bus driver, the policeman, and the other passengers. Discussion should focus on how Rosa would have felt isolated or alone. The bus driver might have felt that he was better than Rosa

Guided Practice with Feedback:

- Guide students in developing a definition of a hero. On the board or chart paper, list the characteristics of a hero. Some examples are courageous, unselfish, generous, helpful, caring, selfless, giver to society and the local community.
 - Using these characteristics, have students evaluate Rosa Parks as the teacher provides examples from the *Rosa Parks Biography* (attached below)
 - Discuss how Rosa Parks and the African Americans of Montgomery came together for the common good.

Independent Practice:

- Introduce the concept of biography. Discuss why we read biographies, and why they are classified as nonfiction. Show students examples of biographies or various people, and discuss their purpose.
 - Using a KWL chart, review what students already know about Rosa Parks, and what they still want to know. Read aloud *Rosa* by Nikki Giovanni, a picture book biography of Rosa Parks.
 - Discuss the author's purpose. Examine the illustrations and discuss how they support the story. Fill in what they learned on the KWL chart.
 - *The Bus Ride* by William Miller is a fictional story about Sara, a girl who, like Rosa, refused to get out of her seat. Read the story aloud to the students.
 - Discuss the similarities and differences between *The Bus Ride* and *Rosa*. What was the author's purpose in writing a fictional story?
 - Individually, have students complete a Venn Diagram, comparing and contrasting the two stories.

Differentiated Instruction/Small Groups:

- Many picture books have been written about segregation, Jim Crow laws, and Civil Rights. Six examples are listed above, but many more are available at the public or school libraries. Collect copies of at least 6 picture books.
 - Ask students how illustrators convey feelings through their art. Show the students the book *Rosa* by Nikki Giovanni. Read aloud the illustrator's note at the front of the book. Read aloud the book to the class and have students look at the illustrations and analyze them. The illustrator, Bran Collier, often uses close-ups, such as the cover and Rosa Parks clutching her purse. Discuss the emotions the close-ups convey, as well as his choices of color and medium.
 - Divide the students into small groups, and give each of them a Rosa Parks picture book. Have them read the book together and discuss and analyze the illustrations, choosing one or two to share. When all groups are finished, come back together as a whole group and share the illustrations.

ESE/ESOL Accommodations & ESE/ESOL Strategies:

- Provide students with clear definitions of terms
- Work with a buddy and write the character traits discussed in the lesson on strips of paper.
- Pair students with those who have acquired appropriate decoding and comprehension skills.

Lesson Closure/Review:

- Give students art supplies. Have them create one picture that conveys the feelings and emotions of the 1950's. Share with the class. Each student should write a paragraph description of the picture and the techniques they used. Give each student a prize for competing in the art contest.

Creator : Social Studies Content Tea

File Attachments: Rosa Parks background & timeline.pdf

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