



Rosa Parks: The Mother of the Civil Rights Movement

6A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Using the timeline from previous lessons and the following questions, review some of the content studied thus far.

- Who is depicted, or shown, in these images? (Susan B. Anthony, President Lincoln, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson)
- What are some ways that people experienced unequal treatment?
- What are some ways that people fought for equal rights?
- How did Susan B. Anthony work for civil rights?
- How did Eleanor Roosevelt work for human rights for all people?
- How did Mary McLeod Bethune fight for equal education for African Americans?
- How did Jackie Robinson fight to end segregation in baseball?

Essential Background Information or Terms

5 minutes

Explain to students that even though civil rights are guaranteed by law, many people have been excluded from exercising their civil rights throughout the history of our country. Tell students that the civil rights movement was a period of time in our country's history, from the 1950s to the 1960s, when people from many races and different groups in society helped African Americans fight for their

civil rights, which later led to increased rights for people in many other groups.

Image Preview

5 minutes

Explain to students that today they will be hearing about a woman named Rosa Parks.



← **Show image 6A-5: Rosa sitting on the bus**

Tell students that events that occurred one evening while Rosa Parks was riding a bus helped spark the civil rights movement.

Vocabulary Preview

5 minutes

Boycott



← **Show Image 6A-7: Crowds of people walked to work**

1. In today's read-aloud, you will hear about the Montgomery Bus *Boycott*.
2. Say the word *boycott* with me three times.
3. A boycott is when a group of people join together and refuse to buy something or do business with a company because they don't agree with what the business is doing and want it to change. It is a peaceful way to protest, or show that you are against something.
This image shows African Americans during the Montgomery Bus Boycott. During the boycott, many people refused to ride this city's buses and walked to work instead.
4. The community planned a boycott of the store that refused to recycle.
5. If people boycott a store or a business, it means that they won't buy things from it as they usually would. Do you think having a boycott is a good way to show that you are against something that the business is doing?
What do you think might happen to a store or business that has been boycotted?

Segregation



← **Show image 6A-2: Example of segregation in the South**

1. In today's read-aloud, you will hear about Rosa's role in ending *segregation* in the South.

2. Say the word *segregation* with me three times.
3. Segregation is the practice of keeping groups of people separate, or apart, due to reasons such as race. In the times of segregation, African Americans and white people did not go to the same schools, eat at the same restaurants, or go to the same movie theaters.
4. Because of segregation, Jackie Robinson was not able to eat at the same restaurants as his teammates when they traveled to play baseball.
5. In what ways do you think life was different in the times of segregation?

Purpose for Listening

Tell students to listen carefully to find out how Rosa Parks helped to start the civil rights movement by doing something very courageous.



Rosa Parks: The Mother of the Civil Rights Movement

← Show image 6A-1: Rosa Parks

Rosa Louise Parks was born a long time ago, in 1913, in Tuskegee, Alabama. Rosa grew up on a small farm with her brother, mother, and grandparents.

Rosa was a happy child. She loved her family. However, Rosa lived at a time and in a place where African Americans faced discrimination.¹ This was especially true in the South, where Rosa lived, because in that part of the United States there was **segregation**.² Because of segregation, African Americans and white people did not go to the same schools, eat at the same restaurants, or go to the same movie theaters. When traveling by bus, African Americans were expected to sit in certain seats. It was as if African Americans and white people lived in different worlds.

1 What does *discrimination* mean?

2 Segregation is the practice of keeping groups of people separate. [Point to the southern states, including Alabama, on a map.]



← Show image 6A-2: Example of segregation in the South

When Rosa was a little girl, she attended a school that was just for African American children. It was an old, one-room schoolhouse that only held classes for five months of each year. Far too often there weren't enough desks or school supplies for the students. Rosa noticed that buses took white children to the new school near where she lived.

When Rosa was sixteen, she had to leave school to care for her grandmother and her mother who had both become ill. To help support the family, Rosa worked in a shirt factory.



← Show image 6A-3: NAACP activists, including Thurgood Marshall

When Rosa was nineteen, she married Raymond Parks. Raymond was a barber.³ He was also actively involved in the Montgomery chapter of the National Association for the

3 You heard about a barbershop when you heard about Susan B. Anthony. Based on that, what do you think a barber does?

4 The word *chapter* here means a group in a certain area that makes up one small section of a larger group. The word *chapter* can also refer to one of the main sections of a book. This image shows another chapter of NAACP from another state.



5 [Ask students to locate Rosa in the line waiting for the bus. (in the green coat and hat) Ask them to locate Rosa on the bus when you turn to image 6A-5.]



6 Why do you think Rosa refused to stand up?

Advancement of Colored People (NAACP).⁴ This organization wanted to make life in the United States fairer and safer for all African Americans and end segregation in the South. Rosa also became involved and served as the Montgomery chapter secretary. In addition, she returned to high school to earn her high school diploma.

Then came the day in Rosa’s life when she stood up for what was right. Actually, Rosa did not stand up, and that’s the reason why we remember and honor Rosa Parks to this day.

← **Show image 6A-4: Rosa boarding the bus**

The evening of December 1, 1955, in Montgomery, Alabama, was cold. The streets were full of people shopping or making their way home from work. By this time, Rosa had a job as a seamstress at a local department store. Her job was to sew and make clothes. Her day had just ended, and she had rushed to catch the city bus that would take her home.⁵ As Rosa boarded the bus, she could see that it was already quite full. Because the section at the back of the bus where African Americans usually sat was so full, Rosa found a seat near the middle of the bus.

← **Show image 6A-5: Rosa sitting on the bus**

The seat Rosa found was just behind the seats reserved for white people. Before long, all the seats on the bus were full, and several white people were left standing. Back then, the bus driver had the authority, or power, to move people, and African Americans were the first to be moved.

The bus driver noticed the people standing and ordered several African American people on the bus to give up their seats. All of them did as he asked except for Rosa. When the bus driver told Rosa that if she did not stand up, he would call the police to come and arrest her—and take her to jail—she quietly responded, “You may do that.” When he asked her one more time to stand up, Rosa responded by saying, “I don’t think I should have to stand up.”⁶



← **Show image 6A-6: Rosa being fingerprinted**

The bus driver made the call, and before long, a police officer arrived. The officer wanted to know why she would not give up her seat. Rosa responded by asking the officer a question. “Why are you always pushing us around?” she asked. Rosa was arrested and taken to the police headquarters. Later that night she was released.

The law at that time in Alabama gave bus drivers the right to **assign** seats—to tell people where to sit. Bus drivers were also allowed to carry guns. As a result, many African American people felt threatened and were frightened to challenge—or go against—this practice, but Rosa had done so.⁷

7 What does it mean to challenge something?

8 *Injustice* means a lack of fairness.

Rosa later said that she had not planned to protest, but in that moment, her desire for civil rights and her sense of **injustice** drove her to make that decision.⁸ “When I made that decision,” Rosa said, “I knew that I had the strength of my ancestors with me.”

This was the moment that changed history. Rosa had refused to move, and now others would show their support for her.



← **Show image 6A-7: Crowds of people walked to work**

It was decided that the hundreds of African Americans who rode the city buses to work would walk instead. This kind of action is called a **boycott**.⁹ The NAACP began to organize what became known as the Montgomery Bus Boycott.

9 A boycott is when a group of people join together and refuse to do business with a company or an organization. In Montgomery, people refused to ride the city buses.



← **Show image 6A-8: Rosa and Martin Luther King Jr.**

A young man named Dr. Martin Luther King Jr. led the boycott. Dr. King said, “We will walk until justice runs down like water and righteousness like a mighty stream.” Beginning on December 5, 1955, people refused to ride the city buses in Montgomery. The boycott lasted for 382 days.¹⁰ Without passengers to ride the buses, the buses couldn’t afford to run. At that time in Montgomery, more than seven out of every ten riders on buses

10 One year has 365 days in it. If the boycott lasted 382 days, was it shorter or longer than a year?

11 or kept from doing their work as usual and kept from making money

12 When people protest peacefully, they do not use violence.



13 What is the civil rights movement? (the fight against segregation and discrimination and the fight for equality for African Americans, as well as all people, in the United States)

14 The state of Michigan is highlighted in blue in this image, and Alabama, where Rosa rode the bus, is highlighted in green.



15 Mary McLeod Bethune was also awarded this medal, over 40 years earlier.

16 What does *nonviolence* mean?

were African American. Businesses were **disrupted**.¹¹

On November 13, 1956, the United States Supreme Court decided that Montgomery’s segregated bus seating was unconstitutional. That meant that it was against the law. The boycott ended shortly after that. Buses became integrated, and African American people could sit wherever they wanted. That boycott became a powerful way for people to peacefully protest.¹²

← **Show image 6A-9: Map with Michigan and Alabama highlighted**

Rosa Parks’s actions helped to start the civil rights movement. In fact, Rosa became known as the “mother of the civil rights movement.”¹³ Rosa remained an active member of the NAACP and other civil rights groups. She showed her support for Dr. Martin Luther King Jr. by participating in civil rights marches.

Later in her life, Rosa worked with a Michigan congressman.¹⁴ She also founded an institution to help young people complete their education.

← **Show image 6A-10: Rosa receiving the Medal of Freedom**

In her lifetime, Rosa received several awards for her courage and her work. In 1979, the NAACP awarded Rosa its Spingarn Medal.¹⁵ Rosa also received two important U.S. government’s awards: the Presidential Medal of Freedom and the Congressional Gold Medal of Honor.

Rosa once said, “I’d see the bus pass every day. But to me, that was a way of life; we had no choice but to accept what was the custom. The bus was among the first ways I realized there was a black world and a white world.” By her own courageous actions, Rosa Parks changed that world. Rosa became a symbol of the power of nonviolence.¹⁶ Her quiet, courageous act changed America.

Comprehension Questions

10 minutes

1. *Inferential* What are some examples of discrimination that Rosa Parks faced? (segregation in schools, in restaurants, in movie theaters, and on buses)
2. *Inferential* Why did Rosa Parks refuse to give up her seat? (Rosa knew that the segregation laws were unfair and chose to fight for that cause.)
3. *Inferential* What did many people do to support Rosa Parks? (People refused to ride the city buses. They organized a boycott that became known as the Montgomery Bus Boycott.)
4. *Inferential* What is the civil rights movement? (The civil rights movement is the series of events that involved people fighting against discrimination and fighting for equal rights for all people.)
5. *Inferential* How is Rosa connected to the civil rights movement? (Rosa is known as the “mother of the civil rights movement”; she refused to give up her seat on a bus; she helped to boycott the Montgomery buses.)
6. *Inferential* Who organized the boycott? (Martin Luther King Jr. organized the boycott.)
Was the Montgomery Bus Boycott successful? (Yes, it was successful.) How do you know? (Segregation on buses became against the law.)
7. *Evaluative* How is the United States today different than the United States of Rosa Parks’s early life? (Answers may vary, but may include that today there is no segregation on buses or in schools, and there is less discrimination.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* How do you think Rosa Parks would like to be remembered? (Answers may vary.)
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Injustice

5 minutes

1. In the read-aloud you heard, “Rosa later said that she had not planned to protest, but in that moment, her desire for civil rights and her sense of *injustice* drove her to make that decision.”
2. Say the word *injustice* with me.
3. *Injustice* is a lack of fairness or a situation in which people are not treated fairly and not given their rights.
4. Many people thought that slavery was an injustice and fought to end it.
5. Name an injustice that you’ve heard about in this domain. Try to use the word *injustice* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “One injustice that we’ve heard about is ____.”] (Possible responses: *women not being allowed to vote, slavery, girls and African Americans not being able to go to school, discrimination, segregation*)
6. What’s the word we’ve been talking about?

Use a *Horizontal Word Wall* activity for follow-up. Directions: We will make a Horizontal Word Wall for the word *injustice*.

1. Tell me what you think of when you hear the word *injustice*. (Answers may vary, but may include words such as inequality and unfairness.) [For each correct word proposed by students, as well as the words *injustice, inequality* and *unfairness*, create a separate index card.]
2. Tell me what you think is the opposite of *injustice*. (Answers may vary, but may include words such as *equality, fairness*, and *justice*.) [For each word proposed by students, as well

as the words *equality*, *fairness*, and *justice*, create a separate index card.]

3. [Place the index card with the word *injustice* on it at one end of a horizontal line. Mix up the remainder of the cards and have students place them at either end of the horizontal line according to their meaning.]
4. Now work with a partner to make a sentence using one of the words on the Horizontal Word Wall.



Complete Remainder of the Lesson Later in the Day



Rosa Parks: The Mother of the Civil Rights Movement

6_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Context Clues: Chapter

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Chapter).] In the read-aloud you heard, “[Raymond, Rosa’s husband was a member of] the Montgomery *chapter* of the National Association for the Advancement of Colored People (NAACP).” Here, *chapter* refers to the group in a certain area that makes up one section of a larger group. Which picture matches the way *chapter* is used in the lesson?
2. *Chapter* can also mean other things, such as one of the main sections of a book. Which picture matches this description of *chapter*?
3. I will say several sentences with the word *chapter*. If the meaning of the word *chapter* in my sentence is the same as the way it was used in the lesson, hold up one finger. If the meaning of the word *chapter* in my sentence means one of the main sections of a book, hold up two fingers.
 - All of the main characters of the story are introduced in the first chapter.
 - Rosa Parks was the secretary for the chapter of the NAACP in her city.

- I belong to a small chapter of the Future Farmers of America or 4-H.
- The teacher told us to read chapter five to ourselves.
- The local chapter of a women’s group is having a health fair for children at the park today.

↔ **Syntactic Awareness Activity**
(Instructional Master 6B-1)

10 minutes

Sentence Builder

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds.

1. What do we call words that describe nouns? (adjectives)
 What do we call words that describe verbs, or action words? (adverbs)
 How does adding adjectives and adverbs to sentences change our sentences? (It makes the sentences more descriptive and interesting.)
2. [Distribute a copy of Instructional Master 6B-1 to each student.]
 On this activity sheet, there are three sets of words. Each set is a scrambled, or mixed-up, sentence about Rosa Parks. You will complete the activity sheet by rearranging, or changing the order of, each set of words to form a complete and accurate sentence about Rosa Parks.
3. In addition, you will also fill in the blanks with an adjective that describes the noun or an adverb that describes the verb that follows the blank. Write your complete sentences on the lines below each set of words.
 [If necessary, students may also cut out the parts of each sentence to physically unscramble them.]
4. When you are finished, compare your sentences with a partner’s sentences. Circle the adjectives you added to the sentences. Put a square around the adverbs you added to the sentences.

↔ Vocabulary Instructional Activity

5 minutes

Word Work: *Disrupted*

1. In the read-aloud you heard that the Montgomery Bus Boycott *disrupted* businesses.
2. Say the word *disrupted* with me three times.
3. *Disrupted* means prevented something from happening in its usual way by causing problems.
4. The boycott disrupted the bus company's business.
5. Tell your partner how the Montgomery Bus Boycott disrupted businesses. Try to use the word *disrupted* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "The Montgomery Bus Boycott disrupted business because ____." (Possible responses could be that people were not riding the buses; people were not getting to work; people were not going to the city to shop)]

Use a *Combining Phrases* activity for follow-up. Directions: I will name an event, followed by something it *disrupted*. Make a complete sentence using the two phrases and the word *disrupted*. For example, if I say, "a loud train passing by; our conversation," you would say, "A loud train passing by disrupted our conversation."

1. a fire drill; our class meeting (A fire drill disrupted our class meeting.)
2. a traffic accident; the bus ride home (A traffic accident disrupted the bus ride home.)
3. people coming in late; the concert (People coming in late disrupted the concert.)
4. students talking; my class presentation (Students talking disrupted my class presentation.)
5. a thunderstorm; our picnic (A thunderstorm disrupted our picnic.)

Timeline

5 minutes

- Review the individuals placed on the timeline thus far. Show students Image Card 6 (Rosa Parks). Ask students to describe the contributions that Rosa Parks made toward ending segregation. Remind students that Rosa Parks's

arrest for refusing to give up her seat on the bus launched the Montgomery Bus Boycott, a protest that changed segregation laws on buses.

- Remind students that Rosa Parks refused to give up her seat after Jackie Robinson broke the color barrier in Major League Baseball. Ask students where on the timeline the Image Card should be placed. (The Image Card should be placed after Jackie Robinson.)

Individual Timelines

- Have students cut out the image of Rosa Parks from their image sheets.
- Then have them glue the image in the appropriate place on their timelines (on the fifth notch, after Jackie Robinson).
- Have students label the image. [Write *Rosa Parks* on the board.]
- Save timelines and image sheets for future lessons.

Free Verse Writing: Rosa Parks (Instructional Masters 2B-4 and 6B-2)

20 minutes

- Ask students what type of poetry they have been writing. Ask which parts of a free verse poem can relate, or tell, the poet's opinion. (the words, phrases, and rhythm)
- Explain to students that they are going to write a free verse poem in which they express an opinion about Rosa Parks's achievements.
- Tell students that they first need to plan their poem by brainstorming ideas using Instructional Master 2B-4. Explain that they are going to work in groups to brainstorm ideas and recall facts from the read-aloud they have just heard. Have students write "Rosa Parks" in the circle in the center of Instructional Master 2B-4, and then write the ideas, words, or phrases they might use to write their free verse poem in the other circles.
- After students have worked in groups to brainstorm ideas for their free verse poems, have them individually create a free verse poem in which they express their opinion of Rosa Parks

and her achievements. Encourage students to use facts from the brainstorming chart in their free verse poems. Students should write their free verse poems on Instructional Master 6B-2, writing Rosa Parks's name on the line to the left of the image of Rosa.

Opinion Paragraph: Rosa Parks (Instructional Master 6B-3)

15 minutes

- Distribute a copy of Instructional Master 6B-3 (Opinion Paragraph: Rosa Parks) to each student. Tell students that they are going to complete the outline of an opinion paragraph about Rosa Parks. Explain that their opinion paragraph should include the following:
 - an introductory sentence that states the cause that Rosa Parks fought for
 - their opinion of her or her cause (e.g., I think Rosa Parks was brave . . . ; I think African Americans were treated unfairly . . .)
 - two reasons for their opinion
 - a concluding sentence

[You may wish to show Flip Book images from this lesson to help students generate ideas. Provide examples for students to help them state their opinion.]