



# Rosa Parks: The Mother of the Civil Rights Movement

# 6

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Describe the life and contributions of Rosa Parks
- ✓ Identify the main causes for which Rosa Parks fought during her lifetime
- ✓ Explain the terms *discrimination* and *segregation*
- ✓ Explain the concept of *civil rights*
- ✓ Explain the importance of the success of the Montgomery Bus Boycott

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe how words and phrases supply meaning in a free verse poem about Rosa Parks (RL.2.4)
- ✓ Describe the connection between Rosa Parks's actions on the bus and the start of the civil rights movement (RI.2.3)
- ✓ Interpret information from a timeline associated with "Rosa Parks: The Mother of the Civil Rights Movement" and explain how the timeline clarifies information in the read-aloud (RI.2.7)
- ✓ Contrast life in the United States before the civil rights movement and after (RI.2.9)

- ✓ Plan, draft, and edit a free verse poem in which they provide their opinion about Rosa Parks’s achievements (W.2.1)
- ✓ With assistance, organize facts and information from “Rosa Parks: The Mother of the Civil Rights Movement” into a timeline to answer questions (W.2.8)
- ✓ Identify new meanings for the word *chapter* and apply them accurately (L.2.5a)
- ✓ Prior to listening to “Rosa Parks: The Mother of the Civil Rights Movement,” orally identify what they know and have learned about civil rights, discrimination, and people who fought for civil rights and human rights
- ✓ Identify and express why Rosa Parks refused to move to a different seat on the bus when asked to do so

## Core Vocabulary

---

**assign, v.** To give, to allocate, or to set apart something

*Example:* The airline was not able to assign our seats until the day of the flight.

*Variation(s):* assigns, assigned, assigning

**boycott, n.** An action in which a group of people join together and refuse to do business with a company or organization as a way of expressing strong disapproval

*Example:* The community planned to stage a boycott of the store that refused to recycle.

*Variation(s):* boycotts

**disrupted, v.** Prevented something from happening by using methods that could cause confusion and turmoil

*Example:* The protesters’ chants disrupted the president’s speech and people struggled to hear him.

*Variation(s):* disrupt, disrupts, disrupting

**injustice, n.** A lack of fairness


*Example:* The punishment John received was considered to be a terrible injustice as most people believed he was innocent of the crime.

*Variation(s):* injustices

**segregation, n.** The practice of keeping groups of people separate, or apart, due to reasons such as race

*Example:* Because of segregation, Jackie Robinson was not able to eat at the same restaurants as his teammates when they traveled to play baseball.

*Variation(s):* none

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	timeline from previous lessons	10
	<b>Essential Background Information or Terms</b>		
	<b>Image Preview</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Rosa Parks : The Mother of the Civil Rights Movement</b>	U.S. map	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Boycott</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Timeline</b>	Image Card 6	20
	<b>Free Verse Writing</b>	Instructional Masters 2B-1, 6B-1	
	<b>Multiple Meaning Word Activity: Chapter</b>	Poster 3M (Chapter)	



# Rosa Parks: The Mother of the Civil Rights Movement

6A

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

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

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

---

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.

## Purpose for Listening

---

Tell students to listen carefully to find out the important role that a bus played in Rosa's decision to fight for a cause.



## 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. Her family name was McCauley. Rosa and her family were African American. 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.<sup>1</sup> This was especially true in the South, where Rosa lived, because in that part of the United States there was **segregation**.<sup>2</sup> 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.



### ◀ 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 eleven years old, she was sent to Montgomery, Alabama, to continue her studies. But when she was sixteen, Rosa 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.<sup>3</sup> 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).<sup>4</sup> 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 day had just ended, and she had rushed to catch the city bus that would take her home.<sup>5</sup> 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, 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."<sup>6</sup>



← **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 on bail.<sup>7</sup>

7 Bail is the money someone pays when he or she has been arrested so he or she can stay out of jail until the trial or hearing.

8 The word *assign* means to give or to place.

9 What does it mean to challenge something?

10 *Injustice* means a lack of fairness.

The law at that time in Alabama gave bus drivers the right to **assign** seats, and it also gave them the right to carry guns.<sup>8</sup> As a result, many African American people felt threatened and were frightened to challenge this practice, but Rosa had done so.<sup>9</sup>

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.<sup>10</sup> “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**.<sup>11</sup> The NAACP began to organize what became known as the Montgomery Bus Boycott. African American women’s groups began to organize, too.

11 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.<sup>12</sup> 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 were African American. Businesses were **disrupted**.<sup>13</sup> Many white people supported the boycott, too.

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

13 When something is disrupted, it means that certain things are prevented from happening due to possible turmoil or confusion.



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



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

15 What is the civil rights movement?

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. A court order was served on December 20, 1956, and the boycott ended the next day. After that, buses were integrated and African American people could sit wherever they wanted. That boycott became a powerful way for people to peacefully protest.<sup>14</sup>

Rosa Parks’s actions helped to start the civil rights movement. In fact, Rosa became known as the “mother of the civil rights movement.”<sup>15</sup> 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.

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

Rosa became a member of the staff of a Michigan congressman.<sup>16</sup> She worked in his office for twenty-three years—from 1965 until she retired in 1988. Rosa 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. Rosa also received two of the U.S. government’s most important civilian honors, or those honors given to people who aren’t serving in our military. Rosa received the Presidential Medal of Freedom in 1996 and the Congressional Gold Medal of Honor in 1999.

17 What does *nonviolence* mean?

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.” Incredibly, by her own actions, Rosa Parks changed that world. Rosa became a symbol of the power of nonviolence.<sup>17</sup> Her quiet, courageous act changed America and changed the course of history.

### Comprehension Questions

**10** minutes

1. *Inferential* What are some examples of discrimination that Rosa Parks faced? (segregated schools that were open for fewer months of the year than white schools; segregation in public places such as schools and places of employment; segregation on buses; etc.)
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 for equal rights for all people.) How are Rosa's actions connected to the civil rights movement? (Rosa's actions are connected to the civil rights movement in that she protested against discrimination on the city buses and demanded equal rights.)
5. *Inferential* Who organized the boycott? (Martin Luther King Jr. organized the boycott.) Was the Montgomery Bus Boycott successful? (yes) How do you know? (Segregation on buses was outlawed.)
6. *Inferential* How did Rosa Parks continue helping others after the Montgomery Bus Boycott? (Rosa supported Martin Luther King Jr.; she worked in a congressman's office; she founded an institute to help young people complete their education.)
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: Boycott**

**5 minutes**

1. In the read-aloud you heard, "This kind of action is called a *boycott*."
2. Say the word *boycott* with me.
3. A boycott happens when people join together as a group and refuse to do business with a particular company or business as a way of showing strong disapproval.
4. The Montgomery Bus Boycott was one of many boycotts to end segregation.
5. What are some other reasons people would want to boycott a business or several businesses? Try to use the word *boycott* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "People might boycott a business because . . ."]
6. What's the word we've been talking about?

Use a *Word Origin* activity for follow-up. Explain to students that the study of the history of words is called etymology. Explain to students that the word *boycott* has an interesting history. Explain that this word comes from an actual person. His name was Captain Charles Boycott. Long ago, when Captain Boycott treated Irish farmworkers unfairly, they refused to work for him. *Boycott* became the word we use to describe people coming together to express their unhappiness with an organization or business. Explain to students that they are going to research the history of the following words: *ballots*, *minister*, and *suffrage*.



**Complete Remainder of the Lesson Later in the Day**



# Rosa Parks: The Mother of the Civil Rights Movement

6<sub>B</sub>

## Extensions

20 minutes

### Timeline

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.)

### Free Verse Writing (Instructional Masters 2B-1 and 6B-1)

Ask students what type of poetry they have been writing. Ask what 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. Explain that they are going to work in groups to discuss the content of the read-aloud they have just heard. Ask students to try to recall key facts about Rosa Parks's life and achievements. Encourage students to use these facts in their free verse poems. Remind students that there are no rules about how to write free verse poems. Free verse poems do not have to rhyme, there can be as many or as few words on a line as they wish, and free verse poems are simply made up of the words they choose to write. In addition, remind students that their free verse poems can form shapes. Students can accomplish this by placing different numbers of words on each line. Tell students that they first need to plan their poem by brainstorming ideas, using

Instructional Master 2B-1. Have students write “Rosa Parks” in the circle in the center of Instructional Master 2B-1, and then write the ideas, words, or phrases they might use to write their free verse poem in the other circles. Remind students that planning is the first step in the writing process, and that drafting and editing are the next steps.

After students work 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. Students should write their free verse poems on Instructional Master 6B-1, writing Rosa Parks’s name on the line to the left of the image of Rosa.

## ⇌ **Multiple Meaning Word Activity**

### ***Multiple Choice: Chapter***

[Have students hold up one or two fingers to indicate which image shows the meaning of the word being discussed.]

1. [Show Poster 3M (Chapter).] In the read-aloud you heard, “[Raymond] was also actively involved in the Montgomery chapter of the National Association for the Advancement of Colored People (NAACP).” Which picture of *chapter* matches the way *chapter* is used in the lesson? (one)
2. Here, *chapter* refers to the group in a certain area that makes up one section of a larger group.
3. *Chapter* can also mean other things, such as one of the main sections of a book. Which picture matches this description of *chapter*? (two)
4. Now with your neighbor, quiz each other on the different meanings of the word *chapter*. Remember to be as descriptive as possible and use complete sentences. For example, you could say, “I belong to the Washington, D.C., chapter of the Girl (Boy) Scouts.” Your neighbor should respond, “That’s ‘one’”.