

Guided Reading Level: N

Genre: Informational

Text Features: table of contents, timeline, illustrations

Lesson Objective: Social Studies

Identify historical figures who exemplify good citizenship.

Essential Question

How did Rosa Parks work to end segregation in America?

Lesson Objective: ELA

Students will learn about using commas and quotation marks in dialogue.

Background Knowledge

Briefly discuss the fact that Rosa Parks lived during a time when the United States did not protect the rights of black people. In many aspects of life, African Americans were separated, or segregated, from whites. Tier Two and Three vocabulary from the book is listed below. Consider previewing selected vocabulary based upon the needs of your students before they read the text.

Vocabulary

arrested (p. 10)	outstanding (p. 46)
bail (p. 13)	public (p. 20)
boycott (p. 28)	refused (p. 46)
leaflets (p. 28)	rotunda (p. 46)
movement (p. 40)	segregation (p. 6)



I Am Rosa Parks

by: Rosa Parks with Jim Haskins

Why This Text?

Students will learn about the extraordinary life of Rosa Parks, a leading civil rights activist and heroine of the American civil rights movement. The text gives historical context to the events of Parks's life, while highlighting her challenges, bravery, and contribution in the fight for equal rights.

Preparing to Read

Explain that this is an informational text written to teach readers about the life of Rosa Parks. Ask a volunteer to read the title of the book. Ask how many students have heard of Rosa Parks. Encourage them to share what they know. Don't confirm or deny what they share. Then have students turn to page 4 and refer to the table of contents. Remind students that the table of contents lists the chapters in a book, and explain that readers can learn a great deal about a book by reading the chapter titles. Read the chapter titles together to provide an overview of what readers will learn about Rosa Parks.

Reading Informational Text

Have the students read the text independently. Once students have finished reading, have them refer to the timeline on page 48. Point out that the timeline shows the important events of Rosa Parks's life. Remind students that it's important to use the illustrations, timelines, and other graphics in informational text as these features explain or extend the information provided in the text.

Use the timeline to point out to students that Rosa Parks's arrest was followed by a boycott of the city buses by African Americans. Point out that the boycott was so powerful, the buses sat idle because there weren't enough passengers.

Connect and Respond

1. *Why did Rosa Parks refuse to give up her seat on the bus?* (She was tired of the poor treatment that black people received.)
2. *What was the bus boycott?* (The bus boycott was the refusal by African Americans to ride the bus until segregation ended.)
3. *What ended segregation on the buses?* (The Supreme Court of the United States ruled that segregation was illegal.)

Conventions

Call students' attention to this sentence on page 10: "You may do that" I said. Write the sentence where everyone can see it. Point out that the quotation marks surround the spoken words. Then, point out that there is a comma at the end of the spoken sentence instead of a period. Underline the period and explain that it marks the end of the sentence. Explain that a period is not used at the end of a spoken sentence if there are more words after the quotation marks end.

Language Arts Activity

Have students use the following sentence frames to write informative sentences about the text. Provide time for sharing.

Rosa Parks was _____.

Martin Luther King Jr. was _____.

The bus boycott _____.

Primary Source Activity

Explain that primary sources are original sources—actual artifacts, documents, diaries, manuscripts, autobiographies, recordings, or any other source of information that was created at the time under study.

- Show students a photograph of the police report written at the time of Rosa Parks's arrest. (See Primary Source.) Ask students how they think Parks must have felt at the time of her arrest.
- Remind students that while Rosa Parks is best remembered for her arrest on the bus, she was a lifelong activist for civil rights. Show students the flyer advertising an appearance she made in 1956. (See Research Connection.) Explain that Rosa Parks spoke out, wrote, volunteered, and continued the fight for equality throughout her life.

Social Studies Activity

Discuss with students that Rosa Parks knowingly took a big risk when she refused to give up her seat on the bus. Ask students why they think she decided to take that risk. Provide time for sharing.

Ask students if they can think of other people in history who have taken risks to stand up for their beliefs. Provide time for sharing. Then place students in pairs or small groups. Ask them to write down, using words or pictures, what they think people today can learn from Rosa Parks. Then provide time for sharing.

Materials/Resources Needed

blank paper
pencils
pens
crayons or markers

Support English Learning

Offer realia, gestures, or photos to support the introduction of the new vocabulary.

- Explain that Rosa Parks lived during a time when African Americans did not have equal rights in America.
- Share a picture such as the one on page 5, and explain that in the South, black people were not allowed to go to the same schools as white people, or drink from the same water fountains. Explain that in the South, African Americans were expected to give up their seats for white people. Show a map of the United States, and ask a student to identify the South. Ask another student to point out the state they live in.
- Ask students to use one word to explain how they would feel if they were prohibited from doing something because of their race. Then point out a picture such as the one on page 27, and explain that African Americans worked together to fight for equal rights.
- Explain that Rosa Parks was an important person in the fight for equal rights in America.

Research Connection

Rosa Parks Primary Source Gallery: <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/rosa-parks-gallery/>

Flyer advertising an appearance Rosa Parks made in 1956: <https://www.loc.gov/resource/mss85943.001906/?sp=2>

Primary Source

Misc.

POLICE DEPARTMENT
CITY OF MONTGOMERY

Date 12-1-55 19__

Complainant J.F. Flake (w/m)

Address 27 No. Lewis St. Phone No. _____

Offense Misc. Reported By Same as above

Address _____ Phone No. _____

Date and Time Offense Committed 12-1-55 6:06 pm

Place of Occurrence In Front of Empire Theatre (On Montgomery Street)

Person or Property Attacked _____

How Attacked _____

Person Wanted _____

Value of Property Stolen _____ Value Recovered _____

Details of Complaint (list, describe and give value of property stolen)

We received a call upon arrival the bus operator said he had a colored female sitting in the white section of the bus, and would not move back.

We (Day & Mixon) also saw her.

The bus operator signed a warrant for her. Rosa Parks, (cf) 634 Cleveland Court.

Rosa Parks (cf) was charged with chapter 6 section 11 of the Montgomery City Code.

Warrant #11254

THIS OFFENSE IS DECLARED:
UNFOUNDED ☐
CLEARED BY ARREST ☐
EXCEPTIONALLY CLEARED ☐
INACTIVE (NOT CLEARED) ☐

Officers F.D. Day
D.W. Mixon

Division Patrol Time 7:00 pm
12-1-55

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Police Report of Rosa Parks's arrest. December 1, 1955 Page 1 Civil Case 1147
Browder, et al v. Gayle, et al. Records of the District Court of the United States

Source: National Archives and Records Administration