

## EL/Civics Lesson Plan

Program Name Delaware Area Career Center

Staff Responsible for Lesson Ann Shaw

Date(s) Used	December 1, 2010
Civics Category	III. U.S. History and Government and Citizenship Preparation
Civics Objective	III. 2: Government and Law—Identify people and events in local, state, and/or federal history.
Time Frame to Complete Lesson	1.5 hours
EFL(s)	Levels 4,5, and 6
Standard(s)	Read with Understanding/Convey Ideas in Writing: Analyze information and reflect on its underlying meaning. Organize and present information to serve the purpose, context, and audience.
Benchmark(s)	R4.1; R4.3; R4.5; W4.2; W4.4; W4.5 R5.3; R5.5; W5.2; W5.4; W5.5 R6.3; R6.4; R6.4; W6.4; W6.5
Materials	<ol style="list-style-type: none"> <li>1. Pictures of Rosa Parks selected and printed taken from this website: <a href="http://www.picsearch.com/index.cgi?directory=1&amp;q=Rosa+Parks">www.picsearch.com/index.cgi?directory=1&amp;q=Rosa+Parks</a> OR from library books</li> <li>2. Article on Rosa Parks from <a href="http://www.holidays.net/mlk/rosa.htm">www.holidays.net/mlk/rosa.htm</a></li> <li>3. Vocabulary list</li> <li>4. Reading questions.</li> </ol>
Activities	<ol style="list-style-type: none"> <li>1. Ask/adapt this question: "What are the characteristics of a person who influences large-scale change in a country—for good or bad?" List on board. (Reference Gandhi, Mao, Hitler, Mandela, etc.)</li> <li>2. Preview today: learn about an influential person in American history</li> <li>3. Show pictures of Rosa Parks to highlight influence an "average" person can have on</li> </ol>

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	<p>national events and to build background.</p> <ol style="list-style-type: none"><li>4. Ask students what they know about pre-Civil Rights America.</li><li>5. Fill in/clarify basic background on segregation laws regarding public places, public transportation, Jim Crow laws, voting restrictions, etc.</li><li>6. Go over vocabulary list.</li><li>7. Preview reading questions.</li><li>8. Read article and then answer comprehension questions.</li></ol>
Assessment/ Evidence	<ol style="list-style-type: none"><li>1. Ask students to write a 10-word summary of what they learned about Rosa Parks.</li><li>2. Each student reads his/her summary.</li></ol>
Reflection	<p>Providing some background on pre-Civil Right America is essential for students' understanding of the significance of Rosa Parks' actions and the implications for the Civil Rights Movement.</p>

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### **Rosa Parks and the Montgomery Bus Boycott**

#### **Vocabulary List**

Before you read, be sure you understand these vocabulary words.

arrest

surrender (a seat)

Colored people

overflowing

protest

boycott

mules

terrorism

harassment

segregation

federal injunction

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### **Comprehension Questions**

1. When was Rosa Parks arrested?
2. Where was she arrested?
3. Why was she arrested?
4. Was she the first person who was arrested for this crime?
5. What job did Ms. Parks have with the NAACP?
6. Who organized a protest after she was arrested?
7. What did the white community do during the boycott?
8. How did the boycott end?