Research Lesson Plan: Rethinking Rosa Parks by Fran O'Malley
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Targeted Grade Level: 7-12

Essential Question: Why might there be competing accounts of where Rosa Parks sat on the bus the day that she was arrested, and why?

Formative Assessment Prompts:

Instructional Chunk #1: What were the Jim Crow laws in Montgomery leading up to Rosa Park's arrest?

Instructional Chunk #2: What do the different accounts say about where Rosa Parks sat on the bus?

Instructional Chunk #3: Why are there competing accounts of the same event?

Standard Addressed: History 3, grades 9-12 [Interpretation]: Why might there be competing accounts of the past? How and why might history change? Starter on board: Who are the "ghosts" of history? What does that mean?

Problematic Prior Knowledge (PPL) Addressed
-Common understandings about Rosa Parks (she sat in tbe back of the bus, etc…)
-Students might think this issues is settled (not understanding that there are competing accounts of the same story) Introduction of Claudette Colvin.

Activating Strategies:	Key Vocabulary to preview
Distribute copies of **Resource 2 - Montgomery Bus Diagram**. Ask students to write Rosa Parks initials i.e. "RP" inside the square that represents the actual seat in which Rosa Parks sat on December 1, 1955.	Rose Parks Civil Rights Boycott Segregation

Teaching Strategies:
- Direct instruction
- Simulation
- Small groupings

- Class discussion

Graphic Organizer(s) Used:
- See resources

Materials Needed:
- See resources

Differentiation Strategies:
- With higher level students you could have them respond in a written essay, outlining the different interpretations and explaining why these interpretations may vary.
- You could group students to help work through readings
- Classroom set up like a bus in 1955

Instructional Plan:

Instructional Chunk #1: What were the Jim Crow laws in Montgomery leading up to Rosa Park's arrest?

Procedures:
Mini-Lecture: Use the following bullet points to provide students with some context for the lesson.

- Civil War & 13th Amendment ended legalized slavery in the United States but not the anger (over losing, having outsiders tell them how to organize their society) and racism, particularly in southern states

- When northern troops pulled out of the south, southern states passed laws that denied freedmen equal treatment.

- Racist attitudes led to the passage of **segregation** laws that separated whites and African Americans between the Civil War and the 1950s.

- These laws were called **Jim Crow** laws and included provisions that made it illegal or difficult for African Americans to vote, attend white schools, eat in the

same areas as white people, swim in swimming pools reserved for whites, marry white people, or sit in seats reserved for white people.

- One Jim Crow law in Montgomery Alabama during the 1950s set aside the first 10 seats on public busses for white people only. Under no circumstances was an African American permitted to sit in those seats. African-Americans grew to hate the #10 and referred to it as the "damnable 10."

- Understandably, African Americans hated these segregations laws. Gradually, African-Americans began to take steps to bring about an end to segregation and unequal treatment. The first major victory occurred in 1954 when the United State Supreme court ruled in the Brown v Board of Education case that segregation in public schools was unconstitutional. Other forms of legal segregation, including laws that created white only sections on public buses, continued.

Demonstration: take a look at the diagram of the bus (Resource 2) on which Rosa Parks refused to give up her seat on December 1, 1955. Arrange seats in your classroom or a larger room to simulate the seating arrangement on the bus. Be sure to set aside a seat where the bus driver would have sat as well as spaces where the doors would have been (e.g. front and middle right side). Hang a sign that read "White Only" at the back of the 10th seat from where the bus driver would have sat. Only white people were permitted by law to sit in the first 10 seats behind the bus driver. NOTE: you may have a small class for which you use fewer seats to demonstrate how the law was intended to be executed.

You can give students index cards on which they can write "Colored" or "White." Have "colored" students get on the bus, pay their fare, then go back out the front door and enter the back door to enter. They may sit in seats reserved for "colored" persons only. Be sure to do the math so that, even thought there are empty seats up front, there are "colored" students standing. Have "white" people get on the bus and fill up the white section. Then, let another white person get on.
Ask the students to predict - what happens now?

1. **Debrief: ask the students…**
   -What Jim Crow laws were in place to limit the rights of African Americans?
   -How did African Americans feel about the segregation laws? What does the "damnable 10" mean? Did not use "damnable 10 intro question.
   -why did the place the card where they did?

2. **Check for Understanding/Summarizing Activity:** class discussion

Instructional Chunk #2: *What do the different accounts say about where Rosa Parks sat on the bus?*

Guided Practice: Distribute copies of **Resource 3: Text Feature Analysis**. Tell the students that they are going to read several text accounts of "the" bus seat event involving Rosa Parks on December 1, 1955. Working with a reading partner, they are to complete the appropriate Text Feature Analysis for each reading. Provide guided practice with the first text by Jeffe Passe (i.e. **Resource 4 – Passe Account of 12/1/55**). Give the students a few minutes to complete the analysis of the Passe Text then ask for volunteers to share their answers to each of the four analytic questions.

Story Mapping - Distributed Summary: Distribute copies of **Resource 5 - Story Map**. Ask students to draw key scenes from the reading in Resource 3 in the four blocks on Resource 4 then write an sentence that informs a reader what happened.

Independent Practice: Distribute copies of **Resource 6 – Kay Account of 12/1/55**. Ask students to work with their partners to complete the section of the Text Feature Analysis that focuses on the details within the Kay text. Go over responses after the students complete the Text Feature Analysis. Repeat the process with **Resources 7- 8 (Jaboubek and Greenfield Accounts of 12/1/55)**.

> **Debrief: ask the students…**
> -What do the different accounts say about where Rose Parks was sitting? Which do you believe and why?
>
> **Check for Understanding/Summarizing Activity:** discussion

Instructional Chunk #3: *Why are there competing accounts of the same event?*
   1. **Procedures:**
Before doing this activity with 7th graders, we did the "getting on the bus" simulation. Every 5th student was a "white" student…although most of my students are Hispanic and the African-American students thought this was hilarious, this must be handled with strict professionalism and sensitivity. A sense of humor helps too.
Construct/Analyze a Chronology: Ask the students, "Does chronology matter i.e. does it help us to know when something was written? Explain.

Distribute scissors to each pair of students. Have the pairs cut one of their completed **Resource 3: Text Feature Analysis** (TFA) worksheets so that the responses for each text are cut into individual strips according to the rows on the TFA. Have them refer back to their readings to "source" the document by noting and recording the year in which each text was published under the author's name on the cut-out strip of paper.

Ask the students to arrange the cut-out strips in chronological order on their desks and analyze for any trends that might surface. Have students report out on any conclusions. Ask the following to guide thinking:

a. What trends [continuities or changes over time], if any, appear?
b. What might explain any of these trends?
c. Does this chronology help to reduce the confusion about what happened on December 1, 1955? If so, explain how?

Whole Group Discussion:
a. What have we learned from our readings about Rosa Parks?
☐ _[some of the details relating to the event are unclear,
☐ _texts offer competing accounts,
☐ _what we read in history textbooks are not always facts,
☐ _there is still uncertainty about what happened on December 1, 1955].
b. What are some additional steps we might take to try to resolve the confusion [e.g. weigh the evidence, intertextual corroboration, check other sources]
c. Are the documents you read primary or secondary sources? Why? [secondary]
d. What might be a good source to consult to see if we might learn what actually happened and why? [primary source]
e. What might be a good primary source to consult? [arrest report, newspaper accounts, testimony from others who were there, something Rosa Parks wrote about the event etc.]

11. Corroborating Evidence: Tell students to notice how there is blank space/row at the bottom of the chart on Resource 3. Distribute copies of **Resource 9 - Rosa Parks Account of 12/1/55**. Ask student to read Ms. Parks account of what happened on 12/1/55, write "*R_o_s_a_ _P_a_r_k_s_ _T_e_x_t_*" _in the open cell, and write the responses to the questions at the top of **Resource 3 chart** in the other spaces provided**.** Remind them to "source" Resource 9 for the date in which the account was published.

Once they've completed Resource 3 with the information from Rosa Parks, include the Rosa Parks strip on the chronologies constructed in Procedure 9. How might the completion of the chronology inform what they conclude happened on December 1, 1955?
12. Discussion:
a. What should one learn from this examination of the story of Rosa Parks?
b. What rules should one follow when trying to determine what happened in the past, especially when there are competing accounts? [e.g. weigh the evidence, corroborate, consult a range of sources]

c. Which types of sources might be especially important to consult? [primary sources]
d. What story about Rosa Parks should we believe now and why?
e. Can one source trump all others or should the rule always be, whichever story has the most pieces of evidence should be accepted?

13. Complete **Resource 10 - T-Chart Plus** for Rosa Parks.

14. Students complete the Anticipation Guide (far right-hand column labeled "After the Lesson).

   2. **Debrief: see above under "discussion"**

   3. **Check for Understanding/Summarizing Activity:** chart and Anticipation Guide.

Summarizing Strategy: class discussion and Anticipation Guide
We reviewed the Anticipataion Guide questions, the competing accounts of this historical event, and closed with "ghosts of history" and bias in history textbooks and other curricula.

    *original lesson written by Fran O'Malley

Bibliography

Kohl, Herbert. (2005). *She Would Not Be Moved: How We Tell the Story of Rosa Parks and the Montgomery Bus Boycott*. The New Press. New York, NY.

Parks, Rosa with Jim Haskins. (1992). *Rosa Parks: My Story*. Puffin Books. New York, NY.