

## **Candidate for the American History Hall of Fame: Rosa Parks Michael Watson**

This activity was created largely based on the enshrinement type of speeches that are often given for athletes who are elected to the various Halls of Fame, or even in the same mold as the speeches that might be given to introduce winners of prestigious awards such as Nobel Prize winners or the Academy Awards.

### **I. Lesson Plan Summary**

- a. Summary: This activity is geared towards introducing the students to the actual people who have made an impact on American History and society on a more intimate level. Although the lesson will begin with a very basic introductory reading activity, it will build into a creative writing activity for the students to challenge them not to only understand, but to hypothesize, state and defend their rationale. The idea of this assignment is to enshrine Rosa Parks into the American History Hall of Fame.
- b. Objectives: The Sunshine State Standards related to this activity include SS.B 2.4.1 and SS.C 1.4.4
- c. This plan relates to the Civil Rights Movement and some of the important individuals who participated in this movement for equality.
- d. This lesson is tailored more towards the middle school levels, 8<sup>th</sup> grade American History. Adjustments could easily be made for higher grades at the high school level.
- e. Materials needed: To introduce this lesson the teacher could use the Holt text "Call to Freedom" using pages 832-837 or the History Alive: The United States textbook utilizing Chapter 31, specifically pages 455-456. For the second half of the lesson, access to a computer lab would be needed or at the very least, a class set handout of a short biography of Rosa Parks that can be printed from any number of History related websites.
- f. Lesson time: Two 45-minute class periods should be sufficient. If desired and productive then the teacher may extend it to suit their particular goals. Day one for in class discussion and reading reinforcement activities. Day two will be geared more towards the computer lab where the students can view the biography of Rosa Parks and even listen to audio recordings of an interview with Mrs. Parks. At the teacher's discretion (as a homework assignment or during extended class time) the students will then create a written thesis and letter establishing why Rosa Parks deserves to be in the American History Hall of Fame.

### **II. Lesson Procedures:**

- a. Teacher will introduce the topic of the Civil Rights Movement, possibly by utilizing a KWL model or simply involving class discussion.
- b. Students will then read, individually or cooperatively the information pertaining to the arrest of Rosa Parks and the Montgomery Bus Boycott
- c. Students should then respond to a few Reading Comprehension questions to discuss the Main Ideas of this set of events and the Key People. This could lead to further enhancement and reinforcement as the class discusses student responses to the teacher created questions.
- d. Further student analysis of the Bus Boycott and the experiences of Mrs. Rosa Parks by utilizing informative websites that pertain to the topic.
- e. Students will then create their own Enshrinement letter to the American History Hall of Fame by highlighting the experiences of Mrs. Parks and her impact on our collective history.

### **III. Activities:**

- a. Students will participate in an introductory class activity to discuss the Civil Rights Movement and what knowledge they might know regarding this topic.
- b. The class will then utilize reading skills to further gain an understanding of the specific events/people surrounding the Montgomery Bus Boycott.
- c. At the teacher's discretion, the class may further discuss (with reinforced knowledge of the subject matter) the causes and events of the Civil Rights Movement.
- d. Students will work independently, with computers if possible or teacher handout of a useable biography, to research the life and activities of Rosa Parks during the Civil Rights Era.
- e. Students will then pre-plan their enshrinement statement (graphic organizers, bubble maps) and then create their final draft.
- f. Time permitting students may actually read these to the class, much like presenters do during the real life events mentioned in the introduction, even allowing for debate or interview like questions from the crowd.

### **IV. Assessment:**

- a. Traditional forms of assessment may be used for the first part of the activity, the reading comprehension questions. If you would like, then you could grade the student responses or apply class participation credit for the subsequent conversations after the reading comprehension questions are completed.
- b. For the creative writing portion, the "enshrinement" statement, I would use a basic writing rubric. First, I will grade for a sufficient amount of factual evidence or justification (challenges, actions by the individual, the impact that these actions had, and the overall impact of this person at the time in question) to support the idea that this individual deserves this high award of induction to the Hall of Fame. Second, I will grade based on the essay writing itself. 4-5 paragraphs, vivid accounting, the student's ability to properly follow the established format.

### **V. Resources:**

- a. The "Call to Freedom" textbook by Holt or
- b. The History Alive: The United States text
- c. Websites that you may find useful...one that would be recommended is: <http://www.achievement.org/autodoc/page/par0bio-1>...this is the Academy of Achievement website, a museum of living history. This site actually has an audio recording of Rosa Parks that many of the students might find very intriguing.
- d. Any supplemental resources that may be in the possession of the classroom teacher such as reading from the Cobblestone magazine or excerpts from the "A History of Us" series by Joy Hakim.