

# ROSA

## Rosa

by Nikki Giovanni, ill. by Bryan Collier

Ages: 5-12

Themes: *Rosa Parks, Civil Rights Movement, 14<sup>th</sup> Amendment, Prejudice, Courage, Families, Communities*

## SUMMARY

This production, with straightforward language and glowing illustrations, tells Rosa Parks' story in a fresh way. Bringing in instrumental figures from the Civil Rights Movement, such as Emmett Till, Jo Ann Robinson, and Dr. Martin Luther King, Jr., the program unflinchingly depicts the events leading up to and following Mrs. Parks' historic act. Personal details lend an air of familiarity to the iconic figure that Rosa Parks has become.

This production serves as an excellent addition to any Civil Rights curriculum. It will gently and powerfully help students explore the not-so-long-ago time in U.S. history when racism and prejudice ruled the South.

## OBJECTIVES

- Students will identify the causes and effects of Rosa Parks' decision not to give up her seat on a Montgomery bus.
- Students will identify and research key figures in the Civil Rights Movement.
- Students will develop their vocabulary.

## BEFORE VIEWING ACTIVITIES

Use a KWL chart to elicit background knowledge (a three-columned chart: What I Know, What I Want to Know, What I Learned). Allow students to brainstorm what they know about the Civil Rights Movement, important Civil Rights figures, and the causes of the Civil Rights Movement. Record all of this information in the What I Know column of the KWL chart. Next, have students generate a list of questions or curiosities of what they want to know. Record these ideas in the next

column. Ask students if they are familiar with the Bill of Rights or the 14<sup>th</sup> Amendment. Record students' background knowledge, if they have any. Tell them that they are about to watch/listen to a story about Rosa Parks, a very instrumental figure in the Civil Rights Movement. Encourage students to watch and listen for the names of people or events that they recognize. Revisit the KWL chart after watching/listening to the program to fill in the What I Learned column.

Preview some of the vocabulary from the program: **neutral, lynched, justices/injustice, nonviolent, and segregation.** Ask students to write each new word on the front of an index card. On the back of the index card, students should write the definition of the word and a picture that represents the meaning of the word. Encourage students to listen for the words in the program and to write down any context clues from the story that would also help them to remember the meaning of the word.

## AFTER VIEWING ACTIVITIES

Revisit the KWL chart. Students should independently make a list of what they learned from the program. Then, have students share what they learned and record it on the KWL chart. Students can choose one of the most important or interesting events or people that they learned about to do a project or research report on. Help them find resources on the internet or in the library. Provide project ideas such as a skit about one of the events, a research paper on a person, or a newspaper article about the event or person. Students should incorporate their new vocabulary words into these projects.

Introduce the idea of cause and effect. Give students examples from everyday life, such as: "Cause: I don't bring my homework to school. Effect: I have to stay in from recess." After generating several examples with the students, create a cause and effect flowchart that shows the causes and effects of Rosa Parks' decision not to give

up her seat on the bus. Suggested flowchart could look like this:

After the flowchart has been created together in the class, provide students with a personal version of the flowchart. Below each text box, provide an empty box for them to draw an illustration of the events described.

Guide students through an internet based research project. (The website [www.surfnetkids.com/rosa\\_parks.htm](http://www.surfnetkids.com/rosa_parks.htm) offers a variety of articles relating to Rosa Parks' life and accomplishments.) Using their research, students can create a project that extends their learning about Rosa Parks. Suggested projects could be:

- Biographical poster including a short written biography, pictures, timeline of her life, acrostic poem using Rosa Parks' name
- 5-paragraph biographical essay
- Annotated timeline including illustrations and 1-3 sentence descriptions of the major events in Parks' life
- A mobile with pictures and informational cards about Parks

**Other Weston Woods productions about prejudice and/or the Civil Rights Movement include:**

*Amazing Grace*, by Mary Hoffman, ill. by Caroline Binch  
*Duke Ellington*, by Andrea Davis Pinkney, ill. by Brian Pinkney

*Ella Fitzgerald: The Tale of a Vocal Virtuosa*, by Andrea Davis Pinkney, ill. by Brian Pinkney

*Ellington was not a street*, by Ntozake Shange, ill. by Kadir Nelson

*The Island of the Skog*, by Steven Kellogg

*Martin's Big Words*, by Doreen Rappaport, ill. by Bryan Collier

*The Ugly Duckling*, by Hans Christian Andersen, adapted and ill. by Jerry Pinkney

*Yo! Yes?* By Chris Raschka

**TO ORDER OTHER WESTON WOODS PRODUCTIONS: 1-800-243-5020**

This guide may be photocopied for free distribution without restriction.