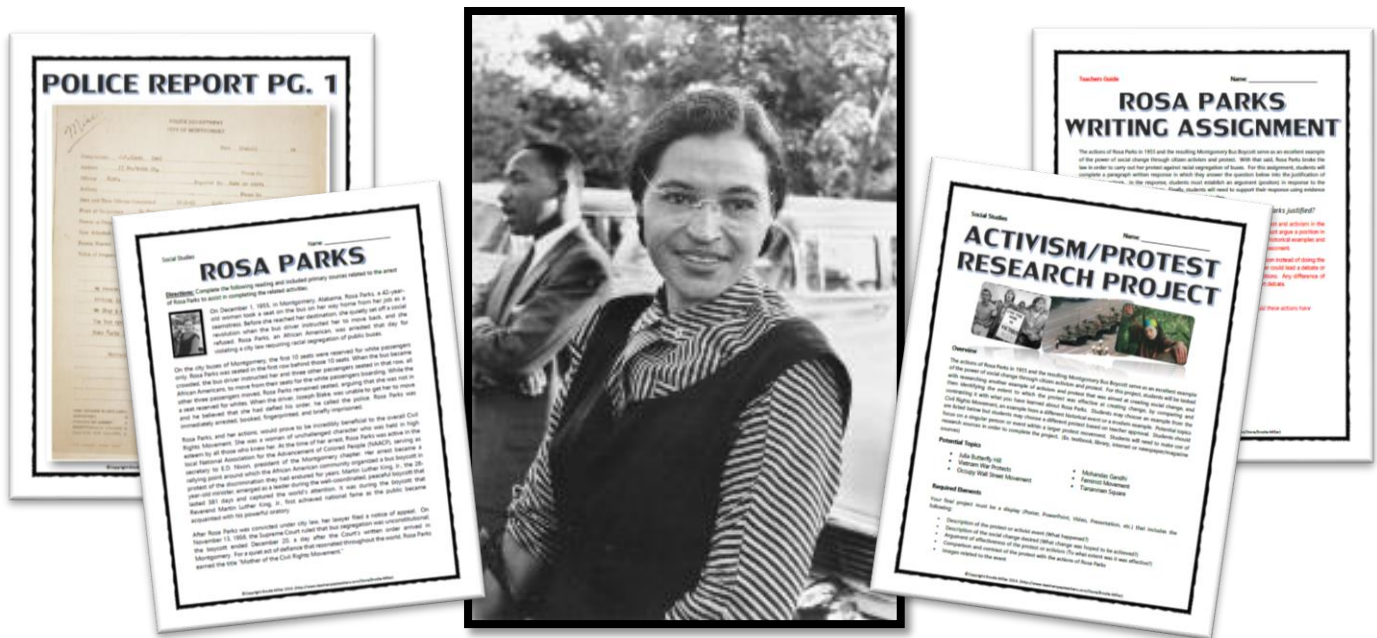


CIVIL RIGHTS ROSA PARKS

AND THE MONTGOMERY BUS BOYCOTT



**READING, ANALYSIS QUESTIONS,
PROJECT ON ACTIVISM, WRITING
ASSIGNMENT AND RUBRICS WITH
TEACHER KEY**

By: Brodie Millar

ROSA PARKS

Directions: Complete the following reading and included primary sources related to the arrest of Rosa Parks to assist in completing the related activities.



On December 1, 1955, in Montgomery, Alabama, Rosa Parks, a 42-year-old woman took a seat on the bus on her way home from her job as a seamstress. Before she reached her destination, she quietly set off a social revolution when the bus driver instructed her to move back, and she refused. Rosa Parks, an African American, was arrested that day for violating a city law requiring racial segregation of public buses.

On the city buses of Montgomery, the first 10 seats were reserved for white passengers only. Rosa Parks was seated in the first row behind those 10 seats. When the bus became crowded, the bus driver instructed her and three other passengers seated in that row, all African Americans, to move from their seats for the white passengers boarding. While the other three passengers moved, Rosa Parks remained seated, arguing that she was not in a seat reserved for whites. When the driver, Joseph Blake, was unable to get her to move and he believed that she had defied his order, he called the police. Rosa Parks was immediately arrested, booked, fingerprinted, and briefly imprisoned.

Rosa Parks, and her actions, would prove to be incredibly beneficial to the overall Civil Rights Movement. She was a woman of unchallenged character who was held in high esteem by all those who knew her. At the time of her arrest, Rosa Parks was active in the local National Association for the Advancement of Colored People (NAACP), serving as secretary to E.D. Nixon, president of the Montgomery chapter. Her arrest became a rallying point around which the African American community organized a bus boycott in protest of the discrimination they had endured for years. Martin Luther King, Jr., the 26-year-old minister, emerged as a leader during the well-coordinated, peaceful boycott that lasted 381 days and captured the world's attention. It was during the boycott that Reverend Martin Luther King, Jr., first achieved national fame as the public became acquainted with his powerful oratory.

After Rosa Parks was convicted under city law, her lawyer filed a notice of appeal. On November 13, 1956, the Supreme Court ruled that bus segregation was unconstitutional; the boycott ended December 20, a day after the Court's written order arrived in Montgomery. For a quiet act of defiance that resonated throughout the world, Rosa Parks earned the title "Mother of the Civil Rights Movement."

POLICE REPORT PG. 1

Misc.

POLICE DEPARTMENT
CITY OF MONTGOMERY

Date 12-1-55 19__

Complainant J.F. Blake (wm)

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 #14254

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

10M-PARAGON PRESS-24001

POLICE REPORT PG. 2

POLICE DEPARTMENT

MONTGOMERY, ALABAMA

Date of Arrest 12-1-55

Arrested by Day + Nixon

Charges Refusing to obey order of bus driver
Chapter 6 Sec. 11 of City Code

Residence 634 Cleveland Court
Montgomery

Disposition #10 + out (app)

Place of Birth Tuskegee Ala.

Nationality Negro

Date of Birth Feb. 4 1913.

Age 42 Height 5 Feet 3 Inches

Weight 140 Eyes Brown.

Complexion Black

Hair Black.

Build Med.

Scars and Marks None

Employed by Montgomery Fair.

Occupation alteration shop.

Relatives Husband, R. A. Parks.
634 Cleveland Court.

Remarks:

Case No. 4146H

ROSA PARKS QUESTIONS

1. What was the reason(s) for Rosa Parks being arrested?
2. Who were the arresting officers?
3. What event resulted from the actions of Rosa Parks? Explain the event.
4. What was Rosa Parks protesting?
5. Why do you think her protest was so effective? Explain your reasoning.

6. In what way did her actions impact the overall Civil Rights Movement?

7. How would you describe the legacy of Rosa Parks?

ACTIVISM/PROTEST RESEARCH PROJECT



Overview

The actions of Rosa Parks in 1955 and the resulting Montgomery Bus Boycott serve as an excellent example of the power of social change through citizen activism and protest. For this project, students will be tasked with researching another example of activism and protest that was aimed at creating social change, and then identifying the extent to which the protest was effective at creating change, by comparing and contrasting it with what you have learned about Rosa Parks. Students may choose an example from the Civil Rights Movement, an example from a different historical event or a modern example. Potential topics are listed below but students may choose a different protest based on teacher approval. Students should focus on a singular person or event within a larger protest movement. Students will need to make use of research sources in order to complete the project. (Ex. textbook, library, internet or newspaper/magazine sources)

Potential Topics

- Julia Butterfly Hill
- Vietnam War Protests
- Occupy Wall Street Movement
- Mohandas Gandhi
- Feminist Movement
- Tiananmen Square

Required Elements

Your final project must be a display (Poster, PowerPoint, Video, Presentation, etc.) that includes the following:

- Description of the protest or activist event (What happened?)
- Description of the social change desired (What change was hoped to be achieved?)
- Argument of effectiveness of the protest or activism (To what extent was it effective?)
- Comparison and contrast of the protest with the actions of Rosa Parks
- Images related to the event

PROJECT RUBRIC

CATEGORY	4	3	2	1
Required Elements and Accuracy	The project includes all required elements and are exceptionally accurate.	All required elements are included on the project, and only minor errors are present in accuracy.	Some of the required elements are included on the project, and there are many issues with accuracy.	Most required elements were missing, and the project lacks accuracy.
Quality of Evidence	Provides specific, and relevant support.	Provides appropriate support that may contain errors.	General or incomplete support.	Obvious or irrelevant support.
Development of Ideas	The project shows an exceptionally in-depth base of content and knowledge and includes thorough explanations.	Project displays a very in-depth base of content and knowledge.	Project displays only some in-depth content and knowledge, and the ideas are straight forward.	Project appears to have insufficient in-depth content and knowledge, and contains limited ideas.
Understanding of Issue	Shows a strong understanding of the issue.	Shows a clear understanding of the issue.	Shows a limited understanding of the issue.	Shows little to no understanding of the issue.
Communication		Writing is clear, accurate, and effective with well-organized ideas.	Writing is satisfactory with only minor errors but does not interfere with the message.	Writing is unclear and difficult to distinguish the message.
Organization and Design		The project is exceptionally attractive in terms of design, layout, and neatness.	The project is acceptably attractive though it may be a bit messy.	The project is distractingly messy or very poorly designed. It is not attractive.

Name(s): _____ Class: _____

Overall Mark: _____ / 22

ROSA PARKS

WRITING ASSIGNMENT

The actions of Rosa Parks in 1955 and the resulting Montgomery Bus Boycott serve as an excellent example of the power of social change through citizen activism and protest. With that said, Rosa Parks broke the law in order to carry out her protest against racial segregation of buses. For this assignment, students will complete a paragraph written response in which they answer the question below into the justification of Rosa Park's actions. In the response, students must establish an argument (positon) in response to the question and fully explain their ideas. Finally, students will need to support their response using evidence from their understanding of both Rosa Parks and social studies.

Are people ever justified in breaking the law? Was Rosa Parks justified?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Social Studies**Name:** _____**Written Response Evaluation**

		EXPLANATIONS AND SUPPORT (8 marks)		COMMUNICATION (2 marks)
Excellent E	8	Explanations are deliberate and comprehensive, revealing a perceptive understanding. Support is specific and accurate, and errors, if present, do not detract from the response. A thorough understanding of the assigned task is demonstrated.	2	The writing is fluent and purposefully organized. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential.
Proficient Pf	6.4	Explanations are appropriate and purposeful, revealing a clear understanding. Support is relevant and appropriate, but may contain some minor errors. A clear understanding of the assigned task is demonstrated.	1.6	The writing is straightforward and clearly organized. Vocabulary is specific. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. Errors do not detract from communication.
Satisfactory S	4.8	Explanations are general and straightforward, revealing an acceptable understanding. Support is relevant but general, may be incompletely developed, and/or contains errors. An acceptable understanding of the assigned task is demonstrated.	1.2	The writing is generally clear and functionally organized. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.
Limited L	3.2	Explanations are overgeneralized and/or redundant, revealing a confused, though discernible, understanding. Support is superficial, may not be always relevant, and may contain significant errors. An incomplete understanding of the assigned task is demonstrated.	0.8	The writing is uneven and incomplete, but is discernibly organized. Vocabulary is imprecise and/or inappropriate. The writing demonstrates a faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.
Poor P	1.6	Explanations are tangential or minimal, revealing a negligible understanding. Support, if present, is incomplete, may be marginally relevant, and contains significant and/or frequent errors. A minimal understanding of the assigned task is demonstrated.	0.4	The writing is unclear and disorganized. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. Errors impede communication.
Insufficient INS				

Mark: _____ /10

ROSA PARKS QUESTIONS

1. What was the reason(s) for Rosa Parks being arrested?

Based on the police report she was arrested for not obeying the orders of the driver in relation to making room for the white passengers on the bus.

2. Who were the arresting officers?

Page 2 of the police report states that it was "Day and Mixon".

3. What event resulted from the actions of Rosa Parks? Explain the event.

The Montgomery Bus Boycott which saw a massive boycott of the Montgomery bus system by African Americans. Because African Americans comprised the vast majority of riders on the Montgomery bus system, it put a great deal of pressure on the city of Montgomery to change its policy of segregation.

4. What was Rosa Parks protesting?

Segregation in society, especially on the buses of the city of Montgomery, Alabama.

5. Why do you think her protest was so effective? Explain your reasoning.

This is an argumentative response and student responses may vary. Assess based on the development of student explanation. Possible responses could focus on the fact that Rosa Parks was a person of strong character and therefore her act was useful in showing the injustice of the law. As well, her protest was non-violent so therefore her action could not be criticized for its violence alone.

6. In what way did her actions impact the overall Civil Rights Movement?

Her actions sparked the larger movement of the bus boycott which would eventually inspire others to carry out their own protests against segregation.

7. How would you describe the legacy of Rosa Parks?

Rosa Parks became an inspiration to not only the Civil Rights Movement but other activists. Her actions earned her the title of "Mother of the Civil Rights Movement".

ACTIVISM/PROTEST RESEARCH PROJECT

The intention of this project is for students to connect the activism/protest of Rosa Parks with another example and to explore the concept of activism in more depth. Students may need several classes in order to complete the necessary research. I typically allow my students to complete the project in a variety of different ways, such as: poster, PowerPoint, video, etc. The potential topics list provided is a just a basic suggested list of examples and typically my students choose from a much larger variety of topics. A marking rubric has been included for ease of assessment.

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Are people ever justified in breaking the law? Was Rosa Parks justified?

The intention of this assignment is for students to explore the concept of protest and activism in the face of unjust laws especially in relation to the case of Rosa Parks. Students must argue a position in relation to the question above and support their ideas by referencing relevant historical examples and fully explaining their ideas. A marking rubric has been included for ease of assessment.

Alternatively, this assignment could also be carried out as a classroom discussion instead of doing the writing assignment, or before completing the writing assignment. The teacher could lead a debate or discussion related to the above question and have students offer their positions. Any difference of opinion among students could be used as an opportunity to facilitate a short debate.

In the discussion students could also be asked to consider the following:

Consider what Rosa Parks could have done instead of breaking the law. Would these actions have resulted in the same outcome?