



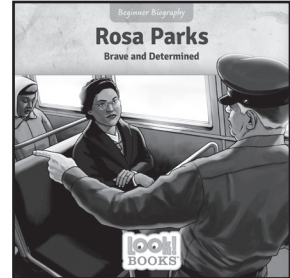
Teaching with Rosa Parks: Brave and Determined

CONNECTION TO STANDARDS

Students will describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts. (CCSS.ELA-LITERACY.RI.K.7)

DIFFERENTIATION FOR ESL

- Review these additional vocabulary words in context: separate, issues, equality, unfairly, property, refused, protest, threats, opposed, symbol.
- Allow students to complete word maps for any term for which they have limited understanding. Have students say or write the definition in their own words and think of words related to the term.
- Have students sit with a partner while reading. After each page, have students discuss words and ideas they found confusing. They can refer to their word maps to try to clarify meanings. Allow partners to raise their hands for assistance.



Lexile: 840L
Words: 570

GRL: TK

BEFORE READING

Build Background Knowledge: Write the word segregation on the board. Then turn to “Words to Know” on p. 23 and review the definition of segregation. Explain that many years ago, Blacks and whites in the United States were forced by law to be separated in places like schools and public restrooms. That was because some people believed that not all people were equal. That belief is not true, and the Civil Rights Act of 1964 made segregation illegal.

- Lead a discussion in which students share their experiences about being treated unfairly or unkindly, and how those experiences made them feel. .
- Ask students to think about what it would feel like to be treated differently based on their race, gender, looks, etc. Encourage them to continue thinking about that as they read the book.

Preview

- Show the cover of the book. Read the title and ask students to define brave and determined. Have students name someone who they feel is brave or determined, and

why.

- Explore the cover illustration. Ask students to describe what they see, and to guess what the man in the picture is saying to the woman.
- Lead students in a brief picture walk of the book, exploring the illustrations and photos on each page. Have students identify one or two details in each illustration. Point out the text features.

Predict: Ask students to predict some of the things they will learn about Rosa Parks in the book. Have students support their predictions with evidence they discovered while previewing the book.

Vocabulary: Turn to page 23 (“Words to Know”). Review each vocabulary word and the provided definition. For each word, have students:

- give a thumbs-up if they know the word well.
- give a thumbs-sideways if they don’t know the word well.
- give a thumbs-down if they don’t know the word at all

Strengthen understanding of words students do not know well by modeling how to use the word in a sentence. Create sentences with rich context clues, then review how the context clues help students understand the meaning. Have students come up with their own sentences for each word.

Skill Introduction: Turn to page 7. Ask students to describe what they see in the illustration. Then read page 6 with the students. Ask students if they think the illustration accurately depicts what is in the text.

Explain that the text of a book helps to explain what is in an illustration or photo, and that a photo or illustration helps give more details about the text. Flip through the book and have students guess what some of the other illustrations show. Tell them to think about whether their guesses were correct as they later read the book.

DURING READING

Check for Understanding: Ask students the following questions as they read.

- p. 6, What are some things Blacks and whites had to do separately when Rosa was a child? (Use separate restrooms, water fountains, and libraries; go to different schools)
- p. 8, What did Black people have to do to be eligible to vote? (Own property or pass literacy tests) Did white people have the same requirement? (No)
- pp. 10-11, Why did Rosa get arrested on December 1, 1955? (She refused to give up her bus seat to a white man.)

- pp. 12-13, How long did the Montgomery Bus Boycott last? (381 days) What were some of the results of the boycott? (The bus company and downtown businesses lost a lot of money; Rosa and other civil rights activists received threats.)
- pp. 14, What big decision did the Supreme Court make on November 13, 1956? (It ruled that segregation on public transportation was against the law.)
- p. 17, What important law was passed on August 6, 1965, and what did it do? (The Voting Rights Act; it banned racial discrimination in voting.)
- pp. 18, What are some awards Rosa received? (The Martin Luther King, Jr. Nonviolent Peace Prize, the Presidential Medal of Freedom, and the Congressional Gold Medal.)

Reinforce Vocabulary

- p. 20, Go over the definition of civil rights. Invite students to share examples of rights that every person should have regardless of race, gender, or religion.
- p. 8, Review the definition of literacy. Have students discuss why literacy is so important. What are some things they would not be able to do if they were not literate?

AFTER READING

Theme: Explain that one theme of the book is that Rosa Parks became a symbol of the civil rights movement. Invite students to raise their hands to share specific things Rosa did to help the civil rights movement. You can write their responses on the board.

Once you've received everyone's answers, ask students if they agree that Rosa Parks is a good symbol of the civil rights movement. Then have them share the names of any other people they have learned about who are also good symbols of the civil rights movement

Skill: Have students write down a suggestion for a different illustration that could have gone on one of the book's pages. Then have them draw and color their alternative illustration and add a caption.