

## DOCUMENT RESUME

ED 463 209

SO 033 619

AUTHOR Onish, Liane B.  
TITLE "The Rosa Parks Story": Guide for Educators.  
INSTITUTION KIDSNET, Washington, DC.  
PUB DATE 2002-00-00  
NOTE 8p.; Edited and researched by Helen Clark. Sponsored by Procter & Gamble, State Farm Insurance, and United Parcel Service. Photographs may not reproduce adequately. Videotape not available from ERIC.

AVAILABLE FROM KIDSNET, 6856 Eastern Avenue, NW, Suite 208, Washington, DC 20012; Fax: 202-882-7315; e-mail: kidsnet@kidsnet.org. For full text: <http://www.kidsnet.org/pdf/rosaparksguide.pdf>. Videotape available from Columbia House (\$19.95 plus \$3.99 shipping and handling). Tel: 800-430-3200 (Toll Free).

PUB TYPE Guides - Classroom - Teacher (052)  
EDRS PRICE MF01/PC01 Plus Postage.  
DESCRIPTORS \*Black History; Black Leadership; \*Civil Rights; \*Critical Viewing; Discussion (Teaching Technique); Elementary Secondary Education; Language Arts; Secondary Education; Social Studies; Student Educational Objectives; \*United States History

IDENTIFIERS Alabama (Montgomery); Boycotts; Media Literacy; National Social Studies Standards; \*Parks (Rosa); Standards for the English Language Arts

## ABSTRACT

On December 1, 1955, Rosa Parks, a black seamstress, refused to give up her seat to a white man on a public bus in Montgomery, Alabama, and she was arrested. On that day, Rosa Parks became the mother of the modern civil rights movement. This study guide may be used as a companion to "The Rosa Parks Story" video which aired on CBS television February 24, 2002. It is intended for students in grades 9-12. The guide presents a synopsis of Rosa Parks's life and the events surrounding her actions and offers tips for using the guide and Web site, suggesting before-viewing activities and after-viewing activities. It also lists "names to know," discusses Jim Crow laws, and provides relevant vocabulary and terms. The study guide furnishes discussion questions for social studies and history activities, for English and language arts activities, and for media literacy activities, and also provides a timeline. It suggests diverse student activities and informs teachers that "The Rosa Parks Story" addresses themes developed by national professional educational organizations to meet national standards for those disciplines. Lists several resources (books, Web sites, and videos and films). (BT)

# **“The Rosa Parks Story”**

## **Guide for Educators**

**Written by Liane B. Onish**

### **KIDSNET**

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL HAS  
BEEN GRANTED BY

K. N. Jaffe

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

**2**

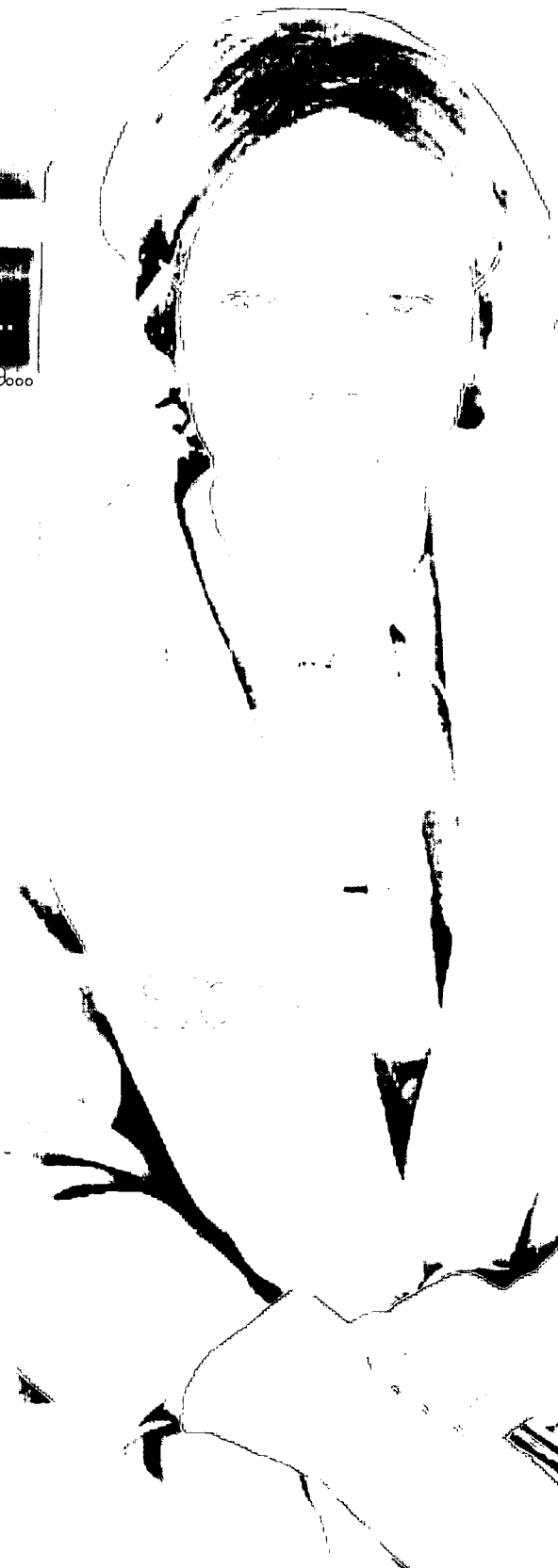
U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

G U I D E F O R E D U C A T O R S

A bus in Montgomery, Alabama...  
A black woman tired of injustice...  
An arrest... A boycott...  
The birth of the modern  
civil rights movement!



Airing Sunday, February 24, 2002

9:00-11:00 pm E.T.

Check Local Listings



## SYNOPSIS OF

# the ROSA PARKS story

It is 1956, in Montgomery, Alabama. Rosa Parks (*Angela Bassett*) steels herself to be photographed and grilled by reporters as she takes a seat in the front of a city bus. The press wants to know if she intends to be the NAACP's test case against segregation.

Cameras flash and reporters shout questions, but Rosa doesn't hear them. Instead, Rosa recalls her mother taking her to her very first day at Miss White's Montgomery Industrial School for Girls. It was a special school in the city of Montgomery, run by Northern Quakers to educate black girls. There, Rosa was befriended by Rebecca Daniels, known as Johnnie (*Latoya Simone-Howell portrays Johnnie as a child*). They became best friends.

As Rosa learned how city people lived, she also discovered city-style segregation. One afternoon in the park with Johnnie and her brother Sylvester (*Horace Lamar III portrays young Sylvester, Slayton Underwood portrays adult Sylvester*), the children played near two water fountains: one "For Whites," one "For Coloreds." Did the water in the "white" fountain taste different? Sylvester switched the signs to find out. A white man and his dog came by and the man shooed the children away. Then he drank from the fountain relabeled "For Whites." When he let his dog drink from the "Colored" water fountain, the children ran home, without switching the signs back.

When she was 18 years old, Rosa met Raymond Parks (*Peter Francis James*), her future husband. The handsome barber was active in the NAACP's defense of the Scottsboro Boys, nine young black men unjustly accused of raping two white women. Rosa greatly admired Raymond's courage as he could have been beaten or killed for his involvement in trying to help the defendants in the controversial case.

On a rainy night in 1943, Rosa had her first clash with authority on a bus. At her bus stop, Rosa paid her fare, and walked through the bus to a seat in the back. The driver, J. Blake (*Sonny Stroyer*), demanded that she get off the bus and reenter through the back door like every other Negro. As Rosa began to leave by the front door, she dropped her purse. Blake glared. Then Rosa delib-

erately sat in a seat for white passengers, ostensibly to pick up her purse. Enraged, Blake barely let her step off the bus before speeding off. Soaked to the skin, trembling with rage, Rosa walked the more than five miles home in the rain.

Later that night, Rosa's mother, Leona (*Cicely Tyson*), saw a picture in the newspaper of her daughter's old school chum, Rebecca "Johnnie" Daniels, now Johnnie Carr (*Tonea Stewart portrays adult Johnnie*), and a member of the Montgomery branch of the NAACP.

Rosa visited the NAACP office to see Johnnie and became the branch secretary of the NAACP. Raymond was not pleased, as he now blamed the NAACP for not being more effective in getting the Scottsboro boys out of jail. Despite her husband's disapproval, Rosa volunteered her free time to work for the NAACP. She did secretarial chores for the president, E. D. Nixon (*Von Coulter*), and she also taught young black children in the NAACP's Youth Council. One of her tasks was putting up a banner outside the office door after a lynching. The black banner with white lettering read "A man was lynched today."

The NAACP inspired Rosa to register to vote. The first time she took the required literacy test, she was told she had failed. The second time, the registrar barely glanced at the test before balling it up and throwing it away. The third time, Rosa copied the literacy test questions and her answers. She let the registrar see her copy, politely explaining that she wanted to show her answers to a lawyer if, by chance, she failed the test. She passed.

Rosa enjoyed working as a seamstress in a large department store although she had long, hard hours. On December 1, 1955, she had to run for her bus. She boarded, paid her fare, and sat in an empty seat in the first row of back seats reserved for Coloreds without noticing that the driver was J. Blake. At the next stop in front of the Empire Theater, a white man boarded. Rosa heard Blake tell the Negroes to vacate the seats so the white man could sit. The black man sitting next to her did get up. Rosa moved...to the window. She did not get up. Gazing out the window, she recalled another childhood memory in which her Grandfather (*Charles*

*Black*) told her that she was just as good as anyone else. Rosa had believed him then, and she believed him now. Blake called the police to arrest Rosa.

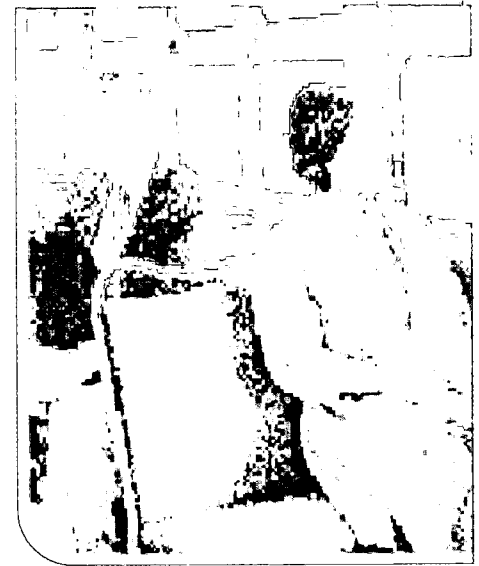
The news of Rosa's arrest spread quickly. E.D. Nixon along with Clifford and Virginia Durr (*Mike Pniewski and Susan Williams*), a white lawyer and his wife who were activists in the budding civil rights movement, helped arrange Rosa's release. Shaken by her brief time in jail, Rosa agreed to be the test case that the NAACP needed to challenge the bus segregation laws. On December 5, 1955, Rosa was tried and found guilty of violating the segregation laws. The NAACP and the new minister of the Dexter Avenue Baptist Church, Martin Luther King Jr. (*played by his son Dexter Scott King*), protested the verdict by leading a boycott of the Montgomery public buses. The original idea was to boycott the buses for a single day, the day of Rosa's trial. The boycott lasted 381 days.

The trial and the publicity took their toll on Rosa and her family. Rosa lost her job, as did Raymond, and they were targets of harassment such as terrifying, threatening telephone calls. Rosa and Raymond's marriage suffered, yet survived, stronger for the struggle, until his death in 1977.

The following year, 1956, the Supreme Court declared the Alabama bus segregation laws to be unconstitutional. We return to the present with Rosa. She sits on a city bus, in front of a white man, braced for the press photo session. Johnnie, E.D. Nixon, and other supporters watch from the opposite side of the street. Raymond hurries across the street to the side of the bus. He takes off his hat, smiles, and blows a kiss to Rosa. Rosa almost smiles.

The drama ends with news footage from 1999. President William Clinton introduces Rosa Parks. She is receiving the Congressional Gold Medal of Honor. Clinton invites Mrs. Parks to get up...but only if she wants to.

Rosa Parks's "quiet strength,"—coupled with Dr. Martin Luther King Jr.'s vision—began the modern civil rights movement.



Black) told her that she was just as good as anyone else. Rosa had believed him then, and she believed him now. Blake called the police to arrest Rosa.

The news of Rosa's arrest spread quickly. E.D. Nixon along with Clifford and Virginia Durr (*Mike Pniewski and Susan Williams*), a white lawyer and his wife who were activists in the budding civil rights movement, helped arrange Rosa's release. Shaken by her brief time in jail, Rosa agreed to be the test case that the NAACP needed to challenge the bus segregation laws. On December 5, 1955, Rosa was tried and found guilty of violating the segregation laws. The NAACP and the new minister of the Dexter Avenue Baptist Church, Martin Luther King Jr. (*played by his son Dexter Scott King*), protested the verdict by leading a boycott of the Montgomery public buses. The original idea was to boycott the buses for a single day, the day of Rosa's trial. The boycott lasted 381 days.

The trial and the publicity took their toll on Rosa and her family. Rosa lost her job, as did Raymond, and they were targets of harassment such as terrifying, threatening telephone calls. Rosa and Raymond's marriage suffered, yet survived, stronger for the struggle, until his death in 1977.

The following year, 1956, the Supreme Court declared the Alabama bus segregation laws to be unconstitutional. We return to the present with Rosa. She sits on a city bus, in front of a white man, braced for the press photo session. Johnnie, E.D. Nixon, and other supporters watch from the opposite side of the street. Raymond hurries across the street to the side of the bus. He takes off his hat, smiles, and blows a kiss to Rosa. Rosa almost smiles.

The drama ends with news footage from 1999. President William Clinton introduces Rosa Parks. She is receiving the Congressional Gold Medal of Honor. Clinton invites Mrs. Parks to get up...but only if she wants to.

Rosa Parks's "quiet strength,"—coupled with Dr. Martin Luther King Jr.'s vision—began the modern civil rights movement.



## BEFORE VIEWING: BUILDING BACKGROUND

To get the most out of "The Rosa Parks Story," use some of the following activities to introduce vocabulary, people, and the historical setting. Most of these background activities involve information that can be found on "The Rosa Parks Story" website at: <[www.kidsnet.org/cbs/rosaparks](http://www.kidsnet.org/cbs/rosaparks)>.

### Background Activities

- The Glossary on the website contains brief biographies of each of the Names to Know listed below. Assign students to research the Names to Know and report to the class.
- The vocabulary words and terms listed below are also defined in the Glossary on the website. Explain the words and terms or assign them as homework.
- Use the Annotated Timeline on the website to familiarize students with civil rights landmarks prior to the bus boycott.
- Give students a brief description of the reasons for the Montgomery bus boycott. Ask students to predict what the obstacles were for the boycotters in order to integrate the buses. After viewing the movie, see if the students' predictions were correct. Check the website for more details on the struggles.
- Print out the information from the websites <[www.mkgandhi.org](http://www.mkgandhi.org)> and <[www.thekingcenter.org](http://www.thekingcenter.org)> to familiarize your students with the philosophy of non-violence espoused by both Gandhi and Dr. King.
- Discuss shades of meaning between synonyms: lynch/hang; segregation/separation; humiliated/embarrassed; assassination/killing; redress/payment; perpetuated/continued.

### TIPS FOR USING "THE ROSA PARKS STORY" GUIDE FOR EDUCATORS AND WEBSITE

#### Before Viewing:

- Review the Synopsis and preview the movie.
- Use some of the Background Activities to familiarize students with vocabulary, concepts, and names of people who appear in or who are mentioned in the movie.
- Visit "The Rosa Parks Story" website at <[www.kidsnet.org/cbs/rosaparks](http://www.kidsnet.org/cbs/rosaparks)> or <[www.cbs.com](http://www.cbs.com)>.

#### After Viewing:

- Use the Discussion Questions and Student Activities in the guide to stimulate and enrich your students' understanding in Social Studies and History, English and Language Arts, and Media Literacy.
- Visit "The Rosa Parks Story" website at: <[www.kidsnet.org/cbs/rosaparks](http://www.kidsnet.org/cbs/rosaparks)> or <[www.cbs.com](http://www.cbs.com)>. Click on curriculum area icons online for more questions and activities.

### NAMES TO KNOW

The Reverend Ralph Abernathy  
 Marian Anderson  
 Rebecca "Johnnie" Carr  
 Paul Laurence Dunbar  
 Clifford Durr  
 Virginia Durr  
 Mahatma Gandhi  
 Dexter Scott King  
 Dr. Martin Luther King Jr.  
 Ku Klux Klan (KKK)  
 NAACP  
 E.D. Nixon  
 Quakers  
 Eleanor Roosevelt  
 President Franklin Delano Roosevelt  
 Scottsboro Boys  
 Harriet Tubman

### JIM CROW LAWS

The segregation laws and customs practiced between 1877 and the early 1970s were known as the Jim Crow laws. Those laws separated blacks from mainstream white society and severely limited blacks from being treated fairly across the United States, but particularly in the Deep South. Separation and discrimination were particularly apparent in education, employment, housing, transportation, and public facilities, such as restrooms and drinking fountains. The Jim Crow laws resulted from fear and anger and from the refusal of most southern whites to accept blacks as equals. Many blamed blacks for the destruction and loss that the Confederacy suffered during and after the Civil War.

*Source:* George, Charles. *Life Under the Jim Crow Laws*. San Diego: Lucent, 2000.

(See the Glossary at <[www.kidsnet.org/cbs/rosaparks](http://www.kidsnet.org/cbs/rosaparks)> for more information.)

### VOCABULARY

- Review the meaning of vocabulary words students will hear in the movie: *arbitrary, boycott, dignity, humiliated, integrity, lynch, segregation*.
- Introduce other vocabulary words that will be useful for class discussions: *altercation, assassination, belligerent, controversial, discrimination, humanitarian, incident, Jim Crow laws, miscegenation, oppression, ostracize, perpetuated, persistence, redress, retaliation, sharecropper, symbol, Uncle Tom*.

### TERMS

- Review these terms: *literacy test, picture show, poll tax, Pullman porter, test case*.



# DISCUSSION QUESTIONS



## Social Studies and History

1. To organize the boycott of the bus system in Montgomery, Alabama, in 1955, the black community handed out flyers and ministers urged their congregations to participate. How would you organize a similar nonviolent protest today? What resources would you use that were not available in 1955?
2. Rosa Parks did not set out to spearhead social reform. What influences and experiences in her life led to her becoming the "mother" of the modern civil rights movement?
3. People in power determine the fate of others. Who used power in the movie? Who abused authority?
4. How did the bus boycott affect the black community, the white community, and the economy of Montgomery?
5. In 1987, Rosa co-founded the Rosa and Raymond Parks Institute for Self Development. The Institute's programs focus primarily on education, motivational training, and life skills. Why emphasize self-development and not social change or civil rights? Draw inferences from the movie to support your reasons.
6. Rosa Parks's courage is often described as "quiet strength." In her book, *Quiet Strength*, she uses quotes from the Bible, including Isaiah 30:15, "In quietness and in confidence shall be your strength." What does "quiet strength" mean to you? Is it relevant to the 21st century?
7. The argument for segregation, separate but equal, was separate but never equal. Consider single-sex schools. Can separate be equal?
8. In 1954, the Supreme Court's landmark ruling on *Brown vs. Board of Education* and the Civil Rights Act

of 1964, brought an end to much segregation. However, racial, gender, and cultural discrimination continued—and still occur. Describe incidents you have read about or witnessed. Discuss ways to improve social harmony.

9. Why do you think black soldiers returning from World War II and the Korean War were favorite targets of racist attacks?

10. Discuss examples of discrimination based on sex, religion, country, and age in the United States and other countries.



## English and Language Arts

1. In the movie, Raymond Parks recites "We Wear the Mask," by Paul Laurence Dunbar. Read and discuss the poem. What is the mask? What does it tell you about Raymond's character? Why do you think the screenwriter chose this poem?

### WE WEAR THE MASK

*We wear the mask that grins and lies,  
It hides our cheeks and shades our eyes—  
This debt we pay to human guile;  
With torn and bleeding hearts we smile,  
And mouth with myriad subtleties.  
Why should the world be otherwise,  
In counting all our tears and sighs?  
Nay, let them only see us, while  
We wear the mask.  
We smile, but, O great Christ, our cries  
To thee from tortured souls arise.  
We sing, but oh the clay is vile  
Beneath our feet, and long the mile;  
But let the world dream otherwise,  
We wear the mask!*

Poem "We Wear the Mask" Copyright © 1984 by Citadel Press. All rights reserved. Reprinted by permission of Citadel Press/Kensington Publishing Corp. [www.kensingtonbooks.com](http://www.kensingtonbooks.com)

2. Discuss the use of rhythm and imagery in this excerpt from Dr. King's address to the Holt Street Baptist Church on December 5, 1955, the day of Rosa's trial. The address was part of a meeting to determine whether or not to continue the boycott:

*If we are wrong, the Supreme Court of this nation is wrong. If we are wrong, the Constitution of the United States is wrong. If we are wrong, God Almighty is wrong... If we are wrong, justice is a lie: love has no meaning. And we are determined here in Montgomery to work and fight until justice runs down like water and righteousness like a mighty stream.*

3. While Rosa waited for the police to arrest her, she looked out the bus window at the marquee of a movie theater. The movie playing was "A Man Alone" starring Ray Millan, a famous white actor. Discuss this use of dramatic irony.

4. How did Rosa's arrest and trials affect Raymond and Rosa's mother, Leona McCauley? Did the movie portray the stresses and strains on family relationships accurately or honestly? Explain.



## Media Literacy

1. Dexter Scott King plays the role of his father, Martin Luther King Jr. in the movie. How do you think he felt about the experience? How did his appearance in the movie affect you?
2. What other actors might you cast in this production? What qualities or characteristics about your choice are right for each part?
3. When Rosa is sitting on the bus at the end of the movie, she is not smiling. She barely smiles when Raymond blows her a kiss. Explain why the director chose not to have Rosa smile.

# STUDENT ACTIVITIES



## Social Studies and History

1. Select an issue in your school or community; then develop a plan for a civil disobedience protest.
2. Read about Cesar E. Chavez, who founded the National Farm Workers Association and who led a five-year strike and boycott to protest the pay and working conditions of farm workers. Compare and contrast that action to the bus boycott in 1955.
3. Research affirmative action. List four reasons for and four reasons against affirmative action. Then decide if you are for or against it. Explain your decision.
4. Debate: You take tests to demonstrate that you have learned enough to pass a course or move up to the next grade. You take driving tests to demonstrate that you know how to drive a car and what rules and laws drivers must obey to get a license. What should every citizen know about our country's history and laws? Why should citizens not be asked to demonstrate their knowledge in order to vote?

Write two accounts of Rosa's arrest: one as a white reporter, the other as a black reporter.

3. Write diary entries from Rosa's point of view about three incidents in the story. How do you imagine she felt? What did she hope for? What did she fear?

4. Imagine you are Rosa's mother. Write a letter to a relative in the North describing what happened to your daughter.

5. Research the life of Rosa Parks. Write an additional scene for the movie. Include the details about the setting and relevant notes to the director.

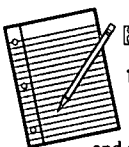
6. In her autobiography, Rosa Parks is very straightforward on the subject of pacifism. She believes that the nonviolent tactics of civil disobedience used by Dr. King and the civil rights movement were the only way to achieve their goals. However, she does not believe that pacifism applies to every situation in life. What circumstances might make the use of force necessary and viable? Do you think the leaders of the civil rights movement could have accomplished their goals by using force? What current events have forced you to figure out where you stand on the issue of pacifism? Write a persuasive essay in which you explain where you stand on the issue of pacifism.

ter and list five traits we learned about them through the movie. For each trait, describe a specific scene or interaction to support your idea.

2. Minstrel shows featured whites with blackened faces caricaturing black life in an offensive manner. Many white people came away from minstrel shows with distorted images of blacks that reinforced a stereotype of the grinning slave who is happy to please and entertain whites. Today, many African Americans feel that film and television present a distorted view of their lives. Give an example from television or movies that you think attempts a more realistic portrayal of black life. Compare it to a film such as "Gone with the Wind" that stereotypes black life.

3. In "The Rosa Parks Story," flashbacks are used throughout the movie. How does this technique add to the drama's impact? How would that impact change if the story had started at the beginning of Rosa's life and had told what happened in sequential order? Why? What other books or films use flashbacks?

4. Divide the class into two groups. Assign an equal number of pages in *Gone With the Wind* and *The Wind Done Gone* to two groups. Have each group write character studies of the main white and black people in their books. Compare and contrast how each race views the other. Then use Internet, newspaper, and magazine articles to explore the copyright infringement suit against the second book. Debate the merits of the case, and have the class vote for or against the Mitchell estate's suit.



## English and Language Arts

1. Read works by Paul Laurence Dunbar, Langston Hughes, and other black poets. Find a poem that reflects other incidents and characters in the movie. Describe the scene and recite the poem for the class.
2. Imagine you are two newspaper reporters—one white, one black—in Montgomery, Alabama, in 1955.



## Media Literacy

1. We learn about characters by listening to what they say, by watching what they do, and by observing how others react to them. Select a charac-

## TIMELINE

*Note to educators:* Starred items (\*) are explained in greater detail in the Annotated Timeline on the website for "The Rosa Parks Story." The website also has a Timeline Activity for students to complete.

- 1861-1865 American Civil War
  - 1863 Abraham Lincoln implements the Emancipation Proclamation on January 1\*
  - 1865 President Abraham Lincoln assassinated on April 14
  - 1866 13th Amendment abolishes slavery in December\*
  - 1868 14th Amendment guarantees adult black men citizenship and equal protection under the law\*
  - 1870 15th amendment gives black men voting rights\*
  - 1890 First segregation laws passed in Louisiana\*
  - 1896 Supreme Court upholds "separate but equal" in Plessy v. Ferguson\*
  - 1898 NAACP founded\*
  - 1918 Rosa Louise McCauley born on February 4 in Tuskegee, Alabama
- 1914-1918 World War I
  - 1920 19th Amendment gives voting rights to women\*
  - 1922 Mahatma Gandhi imprisoned for civil disobedience in India\*
  - 1892 Rosa McCauley marries Raymond Parks on December 18
  - 1892 Franklin Delano Roosevelt elected 32nd president\*
  - 1898 Jesse Owens wins four gold medals at Berlin Olympics\*
- 1898-1945 World War II
  - 1943 Rosa Parks elected secretary of Montgomery NAACP
  - 1948 Apartheid formalized in South Africa\*
  - 1948 Mahatma Gandhi assassinated on January 30
- 1950-1953 Korean War
  - 1954 Supreme Court in Brown v. Board of Education of Topeka, Kansas rules Jim Crow laws unconstitutional\*
  - 1955 Rosa Parks arrested on December 1\*
- 1956-1958 Montgomery Bus Boycott begins on December 5\*
  - 1958 Supreme Court declares in November that segregation on Montgomery buses unconstitutional\*
  - 1957 Rosa and Raymond Parks move to Detroit
- 1957-1975 Vietnam War
  - 1963 March on Washington in August; Martin Luther King Jr. gives "I Have a Dream" speech\*
  - 1963 President John F. Kennedy assassinated on November 22, Vice President Lyndon B. Johnson becomes president
  - 1964 Dr. Martin Luther King Jr. awarded Nobel Peace Prize
  - 1964 Civil Rights Act signed into law by Lyndon B. Johnson\*
  - 1965 Rosa Parks marches with Dr. King from Selma to Montgomery\*
  - 1968 Malcolm X assassinated on February 21
  - 1965 Voting Rights Act signed into law, protects and enforces voter registration rights\*
  - 1965 Rosa Parks begins working for U.S. Representative John Conyers
  - 1967 Thurgood Marshall appointed first black Supreme Court Justice\*
  - 1968 Dr. Martin Luther King Jr. assassinated on April 4
  - 1976 Alex Haley publishes *Roots: The Saga of an American Family*
  - 1977 Raymond Parks dies
  - 1978 Rosa Parks receives NAACP's Spingarn Medal
  - 1980 Dr. Martin Luther King Jr.'s birthday (January 20) becomes a national holiday\*
  - 1987 Rosa Parks co-founds Rosa and Raymond Parks Institute for Self Development
  - 1988 Rosa Parks dedicates Civil Rights Memorial in Montgomery\*
  - 1990 Rosa Parks receives Presidential Medal of Freedom
  - 1990 Rosa Parks awarded Congressional Gold Medal of Honor on June 15\*
  - 2000 Rosa Parks Library and Museum opened in Montgomery

## TEACHING WITH "THE ROSA PARKS STORY"

Grades: 9-12

### Curriculum Areas:

Social Studies and History, English and Language Arts, Media Literacy

### Educational Objectives:

- To learn about life in a segregated society
- To understand and appreciate Rosa Parks's role in the civil rights movement
- To recognize and celebrate the courage of individuals who change society through words and deeds
- To identify plot details that affect character development; to understand cause and effect relationships, draw conclusions, and make inferences based on story elements
- To appreciate the use of poetry, imagery, metaphor, and irony to further the plot, to reveal characters, and to affect tone of a dramatic work

## OFF-AIR TAPING GUIDELINES & VIDEO AVAILABILITY

At the initiative of the classroom teacher or librarian, educators may tape this program for use two times within the first 10 school days from the time of recording. The program may be retained for review until the end of a 45-day possession period, after which the recording must be erased. These guidelines apply to programs recorded in school or at home. All tapes must be used in a school or library. **The video can be purchased from the website**

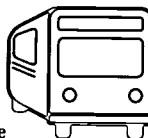
**<mustbuytv.com> or by calling (866) 777-8880. The cost is \$39.95.**



© The Rosa Parks, Angela Bassett performance is based from the movie.

## NATIONAL CURRICULUM STANDARDS

### National Curriculum Standards for Social Studies



"The Rosa Parks Story" addresses themes developed by the National Council for the Social Studies Curriculum Standards when used with this guide.

- **Time, Continuity, and Change:** Examine the relationship of the past to the present and extrapolate into the future.
- **Individual Development and Identity:** Examine how personal identity and behaviors are shaped by culture and by institutional influences.
- **Culture and Cultural Diversity:** Comprehend multiple perspectives of diverse cultural groups within society.
- **Power, Authority, and Governance:** Explore the ideals that form public policy and governance.
- **Production, Distribution, and Consumption:** Analyze economic issues and apply economic knowledge to societal conditions.
- **Civic Ideals and Practices:** Examine civic ideals and practices across time and in diverse societies.

Visit [www.ncss.org/standards/home.html](http://www.ncss.org/standards/home.html) for more information.

### National Curriculum Standards for English/Language Arts



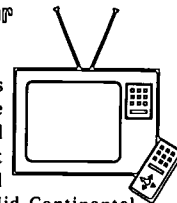
"The Rosa Parks Story" illuminates the following standards developed by the National Council of Teachers of English and by the International Reading Association when used with this guide. Your students should achieve these goals:

- Reading a wide range of print and nonprint texts will build an understanding of texts, of themselves, and of the cultures of the United States and the world, while achieving personal fulfillment.

- Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.
- Employ a variety of writing methods to analyze and critique media and literature.
- Use a range of strategies to write and communicate with different audiences for a variety of purposes.
- Apply spoken, written, and visual language to express their ideas and to aid in their development as knowledgeable, reflective, creative and critical members of society.
- Conduct research on issues and learn to gather information via technological and informational resources.
- Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Visit [www.ncte.org/standards](http://www.ncte.org/standards) for more information.

### National Standards for Media Literacy



Viewing "The Rosa Parks Story" and using this guide can help students understand the two main standards that are for media literacy and were developed by the Mid-Continental Research for Education and Learning.

- **Viewing:** Understand and interpret visual media, and the variety of conventions used to convey messages.
- **Media:** Understand the characteristics and components of the media and how they affect the messages they convey. Students evaluate the many conventions used in production in order to intelligently access those messages.

Visit [www.mcrel.org/standards](http://www.mcrel.org/standards) for more information.

# RESOURCES

An in-depth resources section with annotations can be found at [www.kidsnet.org/cbs/rosaparks](http://www.kidsnet.org/cbs/rosaparks)

## Books

Carson, Clayborne, and Martin Luther King Jr. *Eyes on the Prize: Civil Rights Reader: Documents, Speeches, and Firsthand Accounts from the Black Freedom Struggle 1954-1990*. Edited by David J. Garrow and Darlene Clark Hine. New York: Penguin, 1991.

Dunbar, Paul Laurence. *Lyrics of Lowly Life*. Secaucus, NJ: Citadel Press, 1984. Originally published in 1896, this collection gained Dunbar national recognition.

Haley, Alex. *Alex Haley's Queen: The Story of an American Family*. New York: Morrow/Avon, 1993.

Haley, Alex. *Roots: The Saga of an American Family*. New York: Random House, 2000. Haley's saga follows his family through seven generations.

Parks, Rosa, with Jim Haskins. *Rosa Parks: My Story*. New York: Dial, 1992. An autobiography for young adults.

Parks, Rosa, with Gregory J. Reed. *Quiet Strength*. Grand Rapids, MI: Zondervan Publishing House, 1994. Rosa Parks speaks about her life and shares her passion for freedom, faith, and hope. For young adults.

Parks, Rosa, with Gregory J. Reed. *Dear Mrs. Parks: A Dialogue with Today's Youth*. New York: Lee & Low Books, 1996. Correspondence between Rosa Parks and students in which she answers their questions and encourages them to reach their highest potential.

Williams, Juan. *Eyes on the Prize: America's Civil Rights Years, 1954-1965*. New York: Penguin, 1988. This companion book to the PBS television series covers the first ten years of the civil rights movement.

## Websites

**Bus Boycott Collection Materials**  
[www.archives.state.al.us/teacher/rights/rights1.html](http://www.archives.state.al.us/teacher/rights/rights1.html)  
[www.alabamamoments.alalinc.net/sec55.html](http://www.alabamamoments.alalinc.net/sec55.html)  
 For grades 10-12, these teacher's materials on the Montgomery bus boycott include primary sources.

**Civil Rights Museum**  
[www.civilrightsmuseum.org](http://www.civilrightsmuseum.org)  
 Virtual tour traces the struggle for civil rights.

**The King Center**  
[www.thekingcenter.org](http://www.thekingcenter.org)  
 The King Center, the institutional guardian of Dr. King's legacy, strives to teach the world about King's philosophy of nonviolence.

**National Association for the Advancement of Colored People**  
[www.naacp.org](http://www.naacp.org)  
 Site includes news items, history, and legal cases.

**Rosa Parks**  
[www.grandtimes.com/rosa.html](http://www.grandtimes.com/rosa.html)  
 In this one-page description, Mrs. Parks (in her 80s) looks back on her life.

**Rosa Parks—Academy of Achievement**  
[www.achievement.org/autodoc/page/par0int-1](http://www.achievement.org/autodoc/page/par0int-1)  
 This biography of Rosa Parks includes an interview with audio and video capability.

**Parks, Rosa in Encyclopædia Britannica**  
[blackhistory.eb.com](http://blackhistory.eb.com)  
 Site includes a study guide on Black History for teachers and students.

**Rosa and Raymond Parks Institute for Self Development**  
[rosaparksinstitute.org](http://rosaparksinstitute.org)  
 This institute was founded in 1987 by Rosa Parks and Elaine Eason Steele, in honor of

Raymond Parks, and is committed to helping young people and adults achieve their highest potential.

**The Rosa Parks Library and Museum**  
[www.tsum.edu/museum](http://www.tsum.edu/museum)  
 As part of Troy State University, the library and museum building is on the site of the Empire Theater, where Rosa Parks was arrested in 1955.

**Seattle Times MLK Civil Rights Pages**  
[www.seattletimes.nwsource.com/mlk](http://www.seattletimes.nwsource.com/mlk)  
 Includes civil rights movement teacher's materials.

## Videos and Films

The following videos are available from Social Studies School Services by visiting [www.socialstudies.com](http://www.socialstudies.com) or by calling (800) 421-4246:

**"A History of Africa-Americana: 1610-1670"**  
 A comprehensive fact-based history.

**"Uprooted: Unsettling"**  
 Six African-American and six Jewish-American students visit Senegal and Israel to discover their roots.

**Available on home video:**  
**"Roots," "Roots: The Next Generation," and "Queen"** are based on Alex Haley's Pulitzer Prize winning books.

**"Ruby Bridges,"** is a 1998 Disney film showing the true story of Ruby Bridges who, in 1960 at the age of 6, helped integrate the all-white schools of New Orleans. See [www.kidsnet.org/cbs/rubybridges](http://www.kidsnet.org/cbs/rubybridges)

**"Shochoat,"** presents the musical by Jerome Kern and Oscar Hammerstein II and includes themes of class, racism, and miscegenation.

"The Rosa Parks Story" Guide for Educators was written by Liane B. Onish, edited and researched by Helen Clark, and produced for CBS by KIDSNET, a national resource for children's media in Washington, DC. Consult the KIDSNET monthly Media Guide for information about other educational programming for children in preschool through high school. The KIDSNET website, at [www.kidsnet.org](http://www.kidsnet.org) contains Media Guide listings, media alerts, and other information about educational programming. Quote from Dr. Martin Luther King reprinted by arrangement with the Estate of Martin Luther King, c/o Writers House as agent for the proprietor. Copyright Martin Luther King 1963, copyright renewed 1991 Coretta Scott King.

"The Rosa Parks Story" Guide for Educators may be downloaded from the official "The Rosa Parks Story" website, at [www.kidsnet.org/cbs/rosaparks](http://www.kidsnet.org/cbs/rosaparks) or [www.cbs.com](http://www.cbs.com). The guide will be permanently archived at [www.kidsnet.org/cbs/rosaparks](http://www.kidsnet.org/cbs/rosaparks).



This guide may be reproduced for educational purposes.



Printed on recycled paper.

Visit "The Rosa Parks Story" Website

You and your students are encouraged to visit the official website for "The Rosa Parks Story" at [www.cbs.com](http://www.cbs.com).



# KIDSNET

6856 Eastern Avenue, NW  
 Suite 208  
 Washington, DC 20012

NONPROFIT ORG.  
 US POSTAGE  
 PAID  
 Washington, DC  
 Permit No. 1151

Airing Sunday, February 24, 2002  
 8:00-11:00 pm E.T.  
 Check Local Listings







*U.S. Department of Education  
Office of Educational Research and Improvement (OERI)  
National Library of Education (NLE)  
Educational Resources Information Center (ERIC)*



## NOTICE

### Reproduction Basis



This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.



This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

EFF-089 (3/2000)