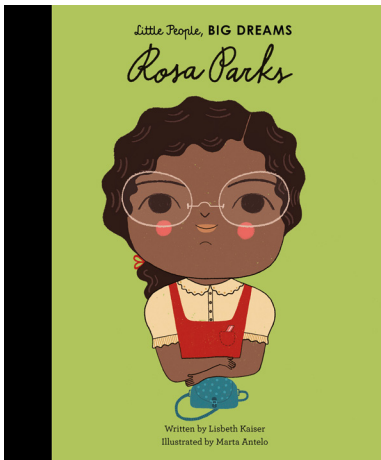


# Little People, BIG DREAMS™

## TEACHERS' GUIDE



Rosa Parks

Little People, BIG DREAMS™

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### LEARNING OBJECTIVE:

Rosa Parks grew up on a farm outside of Montgomery, Alabama and was treated unfairly because of her skin color. She knew this wasn't right and became an activist working to end inequality. She is perhaps best remembered for refusing to give up her bus seat to a white person, which set a bus boycott in motion and led to the laws being changed. Rosa helped establish the civil rights movement and continued to fight for human equality for the rest of her life.

### ESSENTIAL QUESTIONS IN THIS UNIT

1. What experiences did Rosa have as a child that shaped her view of the world?
2. Who were important people throughout Rosa's life?
3. What were some of the rules that Rosa knew were unfair and needed to change?
4. What happened to Rosa because she stood up for what was right?
5. How did Rosa help to change the world?

### CLASSROOM DISCUSSION TOPICS

1. Rosa grew up in a time of segregation. Explain what segregation means and then lead students in a discussion about why it is unfair. Ask them how they would feel if they were not allowed to do something (or forced to do something) that they didn't want to do based on something beyond their control. For example, what if all of the students with blue eyes had to sit with their backs to the teacher all the time?
2. There were many rules in Rosa's life that she knew weren't right (p. 9). Ask the students what one rule is that they wish they could change. Who does the rule affect? Why do they want to change it? Do they have an alternate rule?
3. On p. 10, it says that Rosa kept working to get equal rights for Black people, even when

it wasn't working. Explain that this is called perseverance. Share an example of a time when you persevered and then ask students to recall examples of perseverance they have learned about or experienced in their own lives.

4. Rosa received many awards for her work, but she always thought of herself as an ordinary person who just had an important job to do. Ask the students to name some important jobs that they can do to help those around them?

5. On p. 14, we see Rosa on the front page of the newspaper when the fight for bus segregation finally ended. Show the students a variety of newspaper front pages (ensuring they are age- and school-appropriate first). Ask the students why they think Rosa winning the fight for bus desegregation would be front page news. Why was it so important to the country?

## STUDENT ACTIVITIES

1. Do the Right Thing Role-Playing: Even as a child, Rosa always wanted to do the right thing. Provide a variety of problem-based scenarios for the students and have them work in groups of 2 or 3 to decide what the right thing to do would be. For example, one scenario could be that Laura accidentally knocked over Joey's block tower when he went to the bathroom. No one saw her do it. What would be the right thing to do?

2. Rosa went to jail but wasn't frightened because she knew what she was doing was right (p. 12). Ask the students to think back on an experience that caused a strong feeling for them. Provide a variety of art materials and have students draw a picture representing the experience and then choose a feeling word to describe it. Depending on the level of the students, they can generate a list of synonyms for their feeling word and add them artistically to their drawing.

3. Rosa fought for fair schools, jobs and houses for Black people along with women's rights, voting rights, and rights for those in prison (p. 15). Ask the students, "If you had to choose one of those issues to fight for alongside Rosa, which would it be and why?" Group students by their chosen issue and have them design posters to support their cause.

4. On p. 16, we see Rosa's many awards displayed and learn that she was called a hero. Invite the students to think of a hero in their lives. They can design an award for that person and write a letter to their hero explaining why they chose them.

5. Rosa Parks is often celebrated during Black History Month alongside Martin Luther King Jr. and Harriet Tubman, but there are many other figures of importance in the fight for equal rights. Bring in resources to teach students about other people they should know such as Claudette Colvin, Dr. Charles Drew, Shirley Chisholm, or Mae Jemison, to name a few. Have the students choose one of the people and explain why they think this person should be studied and celebrated along with those who are more well-known.



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