

## Lesson Plan

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**Curriculum/course:** Collaborative Curriculum Project EDLA

**Social Justice Issue:** Segregation (Impact on Childhood): Parks, Beaches, Swimming pools, Drinking Fountains

**Grade Level:** 4th Grade

**Time:** 1 Hour

**Materials:** I Am Rosa Parks, By: Brad Meltzer hard copy, Chromebooks (if applicable), worksheet handout (25), pencils

**Video:** [I Am Rosa Parks - Read Along w/ Words on Screen - YouTube](#)

**Standards:** Grade 4- Reading

Key Ideas and details:

- (3.) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and structure:

- (6.) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- **Social and Emotional Learning Competencies:**

**Social awareness:**

- 3A. Demonstrate awareness of other people's emotions and perspectives
- 3C. Demonstrate an awareness of different cultures and a respect for human dignity.

**Objective:**

- I can identify a feeling word from the book that I can identify with from a past experience.
- I can act out how to make others feel welcome and/or included.

**Assessment:**

- Formative: Venn diagram, Class Discussion during video
- Summative: The next day, students will come back and share answers from the worksheet.

**Introduction:**

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1. Hello class! Today we are going to be learning about a very important piece of history. But first, let's go over our objectives for today. (Go over objectives)
2. Students, does any one know who Rosa Parks is? ( Let students answer if any students know who she is.)
3. Alright good, now does anyone know or have heard of the Civil Rights Movement? Please raise your hand if you have the answer. (Let students raise their hands to answer.)
4. Thank you students. We are going to learn about the Civil Rights Movement, and who Rosa Parks is today.
5. We will be watching a video today about them both today.
6. After the video, you will have a compare and contrast venn diagram and a short worksheet and questions. You will be able to work and discuss worksheets in your groups.
7. I will explain worksheet after it is handed out after the video.
8. Ask if there is any questions
9. Start read aloud video

### **(Worksheet Attached)**

### **Steps in the Lesson: (30-35 minutes)**

1. Today, we as a class are going to watch a very important read along. I want you all to pay close attention, as this is very important information you are about to hear.
2. Then, teacher will ask, Does anyone know who Rosa Parks is? If no one answers, continue.
3. Today the read out loud I have for us is, I am Rosa Parks By: Brad Meltzer
4. Pull up read out loud on computer, and project it onto screen.
5. Hand out one hard copy of read aloud to each group of students.
6. Anyone have any questions before I began?
7. If no questions, play film.
8. At 4:11 of video read aloud, pause the film.
9. Ask, What were some different things you noticed about the rules of drinking fountains, elevators, and even signs hung up?

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10. If student answers, continue. If not explain and go back to the part of the video. “As you can see students, whites and blacks were not allowed to even share the same drinking fountains, ride the same elevator, or even be in the same restroom.
11. Pause video again, at 5:54. Ask, now students, what did you notice the difference between the school for white kids from the school for black kids?
12. If student answers, continue. If not explain and go back to the part of the video. As you can see, black schools hardly had any windows, all had to fit in one room with one teacher, and they all had to walk to school. The whites had school bus, new rooms, and even a playground. Black children didn't even get a playground.
13. Now ask, how do you think the blacks felt compared to the whites?
14. If student answers, continue. If not, explain.
15. Stop video at 13:46.
16. Ask students, Do you think Rosa did the right thing but standing up for herself and others? Why or why not?
17. If student answers, continue. If not, explain.
18. Next, hand out worksheet to class. Explain worksheet and go over the images on worksheet with whole class once handed out. (Provided below)
19. Now, students you will do the work sheet. While doing this, in your groups you can elaborate your thoughts about the book/worksheet while working in quiet voices with each other.

### **Closer: (10-15 minutes):**

- Ask if everyone is finished with the worksheet. Then, I will ask students to come back to school the next day and have answers to share with the class about the worksheet.

### **Connection to Balanced Literacy:**

This lesson has a lot of connections to balanced literacy. I used the book to look deeper into different parts of my lesson. On page 113, in Literacy Development in the Early Years, it talked about Promoting conversations. I used the different strategies from the paragraph to apply to my lesson plan, especially emphasized

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during the read aloud when I stopped during the video to ask questions. Then, on Marrow, page 210 it talked about venn diagrams. I used one in my lesson, and went off the advice in the book for putting that into my lesson plan.

### **Extension Activities:**

Goal: To show children how they can turn exclusive situations in inclusive ones.

Activity:

Begin with a classic game of "Musical Chairs":

1. Place chairs in a circle with one fewer chair than there are students.
2. Play music and have the children walk around the chairs.
3. Tell students that when the music stops, they should quickly find a seat.

Once they have done this and one person has nowhere to sit, challenge the group to find a way to squeeze next to someone else on the same seat.

Continue with a few successive rounds in which an additional chair is removed each time. Every time the group accommodates someone who would normally be excluded in a traditional game of Musical Chairs, compliment the students on their creativity.

With each new round, the students will have more contact with each other and will be challenged to work even harder to find ways to be inclusive. You may also wish to connect this activity with historical information about Rosa Parks and the importance, literally and figuratively, of everyone having "a seat on the bus."

Source:

Adapted from Activity #17 of [\*Partners Against Hate Program Activity Guide\*](#), Ant-Defamation League.

**Technology:**

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- Online Read Aloud, if not at school,

[I am Rosa Parks by Brad Meltzer | READ ALOUD - YouTu](#)

- Chromebooks if applicable.
- Overhead projector
- Teacher computer

### **References:**

Literacy Development in the Early Years, NINTH EDITION, By: Lesley Mandel Morrow

[I am Rosa Parks by Brad Meltzer | READ ALOUD - YouTu](#)

[Partners Against Hate Program Activity Guide](#)

[Read the Standards | Common Core State Standards Initiative \(corestandards.org\)](#)

[MDE - Social-Emotional Learning \(SEL\) \(michigan.gov\)](#)

[What was Jim Crow image gallery - Jim Crow Museum - Ferris State University](#)

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### Worksheet:



Image 1

Image 1: African American kids looking at playground, they were not allowed on because their skin color.



Image 2

Image 2: Restrooms were divided by skin colors, not even just genders. Black women couldn't go in the same restroom as white women, same with men.

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Image 3

Image 3: An black man looking at a job listing, but they only hire whites, so he is upset/angry.

Colored School Report Card							
CLARKSVILLE, TENN.							
REPORT OF <i>Hester, George M.</i> 1929-1930.							
SUBJECTS	SECOND TERM						FINAL GRADE
	Feb. 21	Mar. 21	Apr. 18	May 23	Av.	Exam	
Reading	75	90	95	75			85
Writing	90	85	80	80			84
Spelling	95	90	95	75			94
Arithmetic	90	88	90	75			91
English							
Geography							
History							
Hygiene							
Music							
Drawing							
Effort	4	4	4	4			4
Deportment	4	4	4	4			4
Days Present	22	20	20	24			24
Days Absent	0	0	0	1			1
Times Tardy							1
Special Notice	<i>Promoted</i>						
See other side.						General Average... <i>91</i>	
<i>L. Allison</i> Teacher, H. L. ALLISON, Principal.							

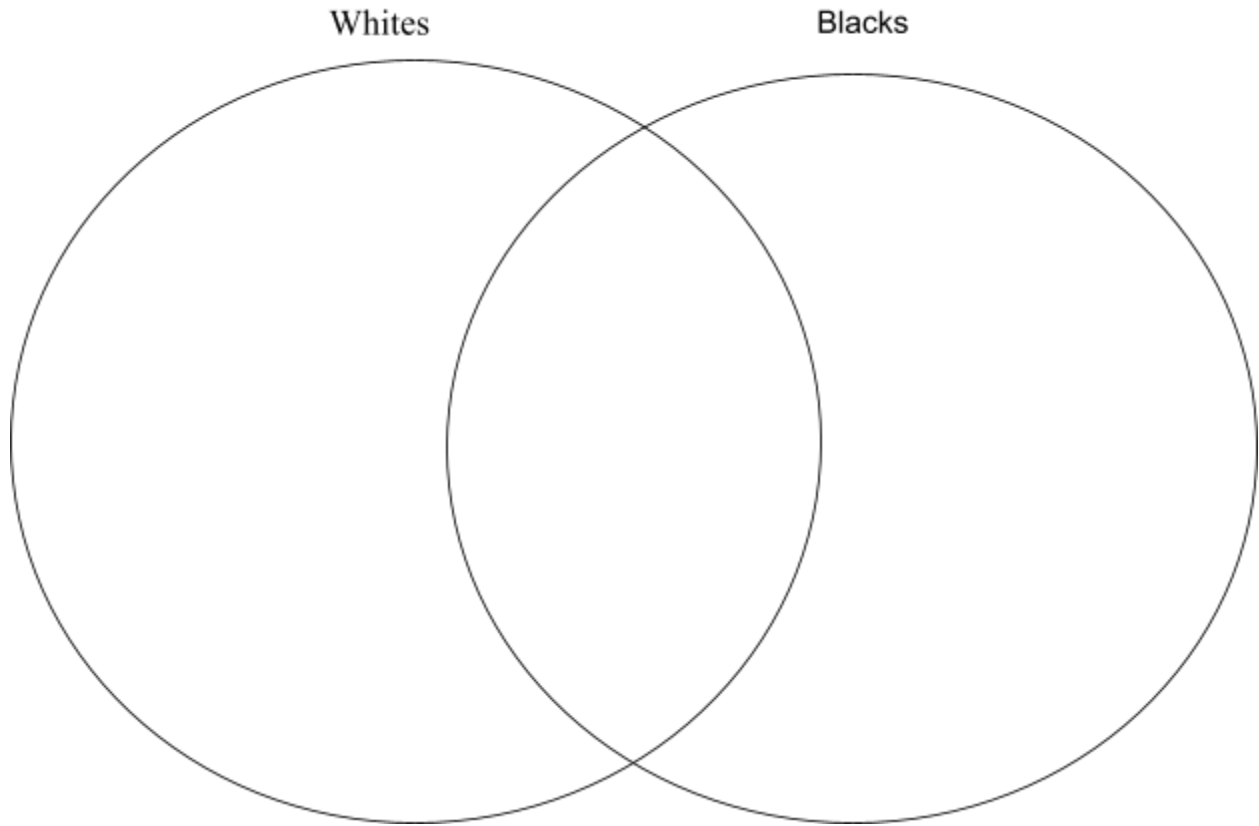
Image 4

Image 4: A school report card, white student doing a lot better than the black student. White students got way better school treatment and funding then the black students.

Photos from: [What was Jim Crow image gallery - Jim Crow Museum - Ferris State University](http://www.jimcrowmuseum.org/)

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After reading *I am Rosa Parks*, and looking at the images above as a class, please fill out this compare and contrast diagram with what life was like for the white compared to the blacks.



### Questions:

How do you think blacks felt compared to whites?

What do you think was unfair about the black/white rules? Why was this unfair?

How do you think the blacks felt during this awful time?