

Lesson Four/Civil Rights Unit

Lesson Title: What happened to cause the Montgomery Bus Boycott, What happened during the Montgomery Bus Boycott and why is it important to the Civil Rights Movement?

Time Frame: One class period.

Standards Addressed:

National Standards 2-A, B, C, D, E, F; 3-A, B, C, F, H; 4-A, B, C; 5-A, B

Alaska Content History Standards A-2, A-3, A-4, A-5, A-7, B-1-a, B-1-c, B-1-d, B-1-e, B-3, B-4, B-5

Social Studies Knowledge, Skills, Dispositions:

Core Concepts:

History involves many players with multiple perspectives and multiple interpretations of the same events

There are many possible theories to explain historical events.

Historical perspectives are contingent on an individual's time, place, class, race, age, ethnicity, education, gender, experience and involvement in a historical event.

Content:

What specifically was the Montgomery Bus Boycott, who were the people involved and what is its place in the Civil rights Movement.

Coretta Scott King's interpretation of MLK's accepting leadership in the Civil Rights Movement as well as her view of the events of the Montgomery Boycott.

Data gathering skills:

compile, organize and evaluate information

Intellectual skills:

draw conclusions or inferences from evidence

practice "Historical Writing"

Materials Needed:

Copies of three primary documents, Rosa Parks, E.D. Nixon and Jo Ann Robinson that can be found in the book Ordinary Americans, which can be obtained from Close Up Publishing, ISBN # 1-930810-05-9

A copy of scaffolding questions and assignment for each student. This is to help guide their reading of the documents and to give them thinking points for their essay.

Description and Method:

Students receive the instructions for the final, summative essay as well as three more documents (Jo Ann Robinson, E. D. Nixon, and Rosa Parks, herself) at the close of lesson three. They are to write their final essay, which is a textbook entry for the Montgomery Bus Boycott.

When essays are complete, they can be read during class and a compare and contrast discussion may be facilitated by the teacher. This is the cumulative discussion and should consider all aspects of the unit.

Lesson closure:

Check to be sure the students understand both the content of the unit and the concepts/thinking skills.

Teacher may wish to embed this in a more complete study of the whole Civil Rights Movement. There is an attached time line to use as a guide for further exploration. The time line may be copied for the students so they can place the Montgomery Bus Boycott into a chronological position with the rest of the historical events that are a part of this subject.

Assessment for this lesson:

The final essay is a piece of Historical Writing! As such it should be scored with the Historical Writing Rubric included.

Students should be able to synthesize the different perspectives into a cohesive whole as 'their' story of the Montgomery Bus Boycott unfolds. Hence this is at the top of the rubric. A mid score has some analysis,

whereas a simple paraphrase, even though it shows some degree of knowledge of the events, is barely proficient.

Student Instructions for Cumulative Essay and
Final Set of Documents:

Document #3: Jo Ann Robinson Given this information that Jo Ann Robinson was instrumental in printing (and remember they used stencils back in the 50's) and distributing 35,000 flyers in one day, why isn't she better known in the history of the boycott?
Does the fact that they had been planning this for over 3 years change your view of what happened? Why isn't this better known?

Document #4: E D Nixon This document tells about a lot of behind the scene folks and the plans they had. Why was it important that the person whose arrest started the boycott be "beyond reproach"? Make a list of the people and events that you have read about so far and note their part in the Montgomery Bus Boycott as well as in the overall Civil Rights Movement.

Document #5: Rosa Parks Reading Rosa Parks' own words, what do you think motivated her to stay seated and why? ESSAY Now you are the history book writer, writing the section on the Montgomery Bus boycott. Write your own interpretation of the events that led up to and took place during the Montgomery Bus Boycott. Cite the reasons and sources you have found in the documents to support your view.

Do any or all of these add weight to the 'Tipping Point' theory, the 'Great Man/Woman' theory, or the 'Coalescence of Events' theory?

ESSAY Now you are the history book writer, writing the section on the Montgomery Bus Boycott. Write your own interpretation of the events that led up to and took place during the Montgomery Bus Boycott. Think about the questions asked above and on prior handouts. Cite the reasons and sources you have found in the documents to support your view.

Remember this is an original work of Historical Writing. You may use other sources but be sure to cite everything that you use.

Length and breadth of this essay is your choice but it must be a whole body of thought with ideas and evidence to support them.

