

**Lesson Title:** Arrest Records of Rosa Parks

Adapted from: <http://www.archives.gov/education/lessons/rosa-parks/>

**Grade Level:** 9-12**Subject:** U.S. History**Standard:** The student will analyze historical evidence and draw conclusions.**Content Objective:**

Students will compare and contrast primary sources to analyze first-hand accounts of historical events and evaluate such sources for both credibility and bias.

**Language Objectives:**

- Students will silently read text.
- Students will complete a graphic organizer.
- Students will share personal experiences in writing.

**Differentiation Strategy:**

- Process (K-W-L, Think-Pair-Share, Reflective writing)

**Materials (Content):**

Primary sources (Police reports 1 and 2, finger print document, and illustration of bus where Rosa Parks was arrested), secondary source material (text), Computers with Internet access, computers with word processing software, student blog accounts, specific questions sheets for document analysis, Webspiration.com or Creately.com account for creating K-W-L graphic organizer.

**Procedure (process):**

- K-W-L – Students will complete part K: What does the student know about Rosa Parks, including the events and outcome of her arrest in 1955?
- K-W-L – Students will complete part W: What does the student want to learn about Rosa Parks, including the events and outcome of her arrest in 1955?
- Students will read selected text material (secondary source) about Rosa Parks that is an overview providing details about the events and outcomes involved her arrest in 1955.
- Think-Pair-Share
  - Students will individually analyze police reports and specific documents (primary sources) from Rosa Parks' case and answer specific questions concerning the documents.
    - Students will access primary source documents online.  
<http://www.archives.gov/education/lessons/rosa-parks/#documents>
    - Students will have copies of printed secondary source document and worksheet questions.
  - With a partner, students will discuss the documents, their answers to the questions, and they will compare this information (primary sources) to the information provided in the text (secondary source).
  - As a class, students will share ideas and insights into the event of Rosa Parks' arrest based on their analysis and comparison of the primary source information to the information provided in the text.
- K-W-L – Students will complete part L and reflect on what they learned about Rosa Parks, including the events and outcome of her arrest in 1955?
- Students will write a typed reflective letter to Rosa Parks that (1) tells about a time when they did not obey an order from someone in authority, what their motivations were, what the consequences were, and what they learned from their experience, and (2) what they think about Rosa Parks' actions and the outcomes involved in her arrest and the Montgomery Bus Boycott.
  - Students will choose to type their letter either as a blog post, using word processing software, or using ReadWriteThink's online Letter Generator.

- As appropriate, some students will be encouraged to use the ReadWriteThink's online Letter Generator instead of as blog post or using a word processor to assist them with the proper formatting of their letter; [http://readwritethink.org/materials/letter\\_generator/](http://readwritethink.org/materials/letter_generator/).

**Assessment (product):**

- K-W-L using web based application such as available at webspiration.com or creately.com.
- Typed reflective letter to Rosa Parks (either a blog post or printed typed letter).

**Intelligences addressed:**

- Body-Kinesthetic: Keyboarding in K-W-L and typed letters
- Interpersonal: Pair and Share activities in T-P-S
- Intrapersonal: Think activity in T-P-S, word processing reflective letter, K-W-L
- Logical: K-W-L, analyzing primary source documents
- Visual: Word processing reflective letter, analyzing primary source documents
- Verbal-Linguistic: Pair and Share activities in T-P-S, reading of secondary source text, using spell checker, word processing reflective letter

**Technology used and why:**

- Web based K-W-L graphic organizer: Students can easily add hyperlinks to the primary source documents or other web based information in addition to being able to easily create and edit their ideas in the KWL.
- Word processing software: In addition to easy editing and a professional appearance, students can spell check their work. If they use MS Word, they may also check their work for grammatical errors.
- Blog post: Students will write their reflective letters for a global audience, not just their teacher. Most blog applications have built-in spell checker.
- Web based Letter generator: Students who are emerging language learners, have a specific learning disability, or have limited word processing skills will be able to focus their attention on the content of their letter instead of having the process of formatting the letter be a distraction or too time consuming.

**Assumptions for this lesson:**

Students who write a blog post will have a blog account.

Students will have accounts at webspiration.com or creately.com for creating their K-W-L

**Resources:**

An Act of Courage, The Arrest Records of Rosa Parks

<http://www.archives.gov/education/lessons/rosa-parks/>

--Lesson outline and activities plan

--Primary document source

--Secondary text document source

Read-Write-Think Letter Generator - [http://readwritethink.org/materials/letter\\_generator/](http://readwritethink.org/materials/letter_generator/)

Blogger.com

Webspiration.com

Creately.com