Rosa Parks

WebQuest Description: Students will participate in a three week unit on Rosa Parks, Civil Rights Movement, and other significant people in this era. After the unit, students will be grouped by their teacher for a final project on Rosa Parks. Students will have a choice of three different final projects that will fit according to their own learning styles. Students will use information they have gathered from classroom discussions and use the websites that are provided in this webquest to complete their final project.

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That Day On The Bus
On a cool day in Montgomery, Alabama on December 1, 1955, Rosa Parks decided that she was done being treated like a second class citizen. That day, when she was asked to vacate her seat on the bus for a white man, she made the fury filled decision to take a stand.

She was seated in the front of the black section of the bus. Throughout the stops, the bus slowly accumulated additional passengers. She was asked to abandon her seat so a standing white man could occupy it. When she refused, the bus driver, James Blake warned Rosa, “If you don't stand up, I'm going to have to call the police and have you arrested.”

Rosa calmly replied, “You may do that.” Some say that Parks was physically tired however, she said, “The only tired I was, was tired of giving in.” Although Rosa's actions were not premeditated, she knew that they would have a magnanimous effect upon the black community, especially its transportation systems.

Go to this website to get some background about how African Americans were treated in the 1940s and early 1950s. This can help you get a better understanding about the way African Americans were treated and how tired they were of being treated poorly.

http://video.google.com/videoplay?docid=8252305873202862972&eui=8piaS53eGYz-qAK8782BDQ&q/rosa+parks&hl=en&client=safari

What would you do if you were an African American living during this time? Do you think you could stand up for something you believed in? Even if it was against the law?

Through this webquest I hope you understand the life of Rosa Parks and the hardships she faced as a black woman in a time in America where African Americans were not treated as equals.

Tasks

1.) Students will work cooperatively and choose from three final project activity that fits the students learning needs. 2.) The final collaborative projects include:

Project One: Students will create a written report answering the following questions listed below. This group will need to create a catchy introduction that will grab the readers attention and take turns presenting their report to the class.

Project Two: Students will create a poster and must be able to answer all of the questions listed below on their poster. This project must include pictures, lots of color, and be done neatly. Students will present this poster in front of the class and must be able to explain each part of their poster.

Project Three: Students will create a mock interview where someone in the group will play Rosa Parks and one or two interviewers. Students will create a script that they may use during the presentation of the interview. Their script must include the following questions and any other interesting things about Rosa Parks they would like it include.

Students should answer these questions in their final project and other questions that they have concerning Rosa Parks. When was Rosa Parks born? Where was she born? When did Rosa Parks die? Where did Rosa parks grow up? What did she do for a living? Why is she famous? What is the Montgomery Bus Boycott? Why did it take place? Why is Rosa Parks such an important part of history? How do you think Rosa Parks would feel if she was alive today? In what ways does Rosa Park’s legacy live on? If you could ask Rosa Parks one question, what would it be? When you answer these questions in your final project, I am looking that these questions be answered in full detail and show emotion. The project should show how you feel about the way blacks and Rosa was treated, what you would do if that was you, and you must be able to portray how Rosa was feeling at the time.

4.) All groups will present their final project of choice. All students must speak during the presentation. More of the expectations of the projects can be found under the rubric.

Process

“For the past three weeks, we have been studying the life of Rosa Parks, the Civil Rights Movement, and other famous people who contributed to this famous movement. Today we are going to start a final project that will focus around Rosa Parks and her life.

What are some big moments in Rosa’s life that you remember? Do you think what she did on the bus would have been hard? What gave her her strength?”
“Today we are going to start a final project where you and your group will be able to examine these and some other questions more closely about Rosa and her life. You and your group will be using what you have already learned thus far about Rosa and some of these internet sites that I have picked out for you to look at. Make sure to take careful notes and think to yourself ‘Is this an important fact that I want to have in my project?’

You will have three social studies class periods to work on these and then the remainder of your project will need to be done on your own time. We will also be presenting these projects on Friday afternoon.”

These are the choices that your group will have to decided on what your group would like to do best. I will be creating your groups.

Project One: Students will create a written report answering the following questions listed below. This group will need to create a catchy introduction that will grab the readers attention and take turns presenting their report to the class.

Project Two: Students will create a poster and must be able to answer all of the questions listed below on their poster. This project must include pictures, lots of color, and be done neatly. Students will present this poster in front of the class and must be able to explain each part of their poster.

Project Three: Students will create a mock interview where someone in the group will play Rosa Parks and one or two interviewers. Students will create a script that they may use during the presentation of the interview. Their script must include the following questions and any other interesting things about Rosa Parks they would like it include.

Here are the questions that your project needs to have answered along with your own questions about Rosa Parks.

When was Rosa Parks born? Where was she born? When did Rosa Parks die? Where did Rosa parks grow up? What did she do for a living? Why is she famous? What is the Montgomery Bus Boycott? Why did it take place? Why is Rosa Parks such an important part of history? How do you think Rosa Parks would feel if she was alive today? In what ways does Rosa Park’s legacy live on? If you could ask Rosa Parks one question, what would it be?

The first day students will examine these websites to gain more information about Rosa Parks:

http://library.thinkquest.org/J001621/Rosa.html
http://www.hfmgv.org/exhibits/rosaparks/story.asp
http://teacher.scholastic.com/rosa/index.htm

Video:
http://www.youtube.com/watch?v=RzTkHRkhpA
http://www.youtube.com/watch?v=15p5HB-FpjI&feature=related
http://www.youtube.com/watch?v=1QZik4CYtgw

Finally, after all of your all of your hard work with your group, you will present your final projects in front of the classroom. Every person in your group must have a speaking part, everyone must make good eye contact with the audience, and everyone must be able to hear you as you speak. Make sure your feelings about Rosa are known in your presentation.

Materials:
Computers, Notebooks, Pens, Paper, any other materials related to Rosa Parks

Evaluation

This is an evaluation for that looks at the questions students were required to answer, organization of their project, grammar, and the overall presentation.

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Very Good 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements required for final projects.</td>
<td>Students answered little to none of the required questions, but not all. There was little effort on the details that went into answering the questions they answered. There was also no effort made to create their own questions about Rosa and their final project.</td>
<td>Students answered some of the required questions, but not all. There was some detail in the questions they answered, but mostly very straightforward.</td>
<td>Students answered all of the required questions for their final project and answered them with detail and emotion. Students also created their own questions that were answered in their project.</td>
<td>Students answered all of the required questions for their final project and answered them with great detail and emotion, as if it was Rosa Parks speaking through their project. They created their own questions that were more 'teacher-like' questions.</td>
<td>40%</td>
</tr>
<tr>
<td>Organization</td>
<td>Most of the content in the final project was not placed correctly.</td>
<td>Some of the content in the final project was not placed correctly.</td>
<td>Most of the content in the final project was placed correctly.</td>
<td>All of the content in the final project was placed correctly.</td>
<td>10%</td>
</tr>
</tbody>
</table>
After this unit on Rosa Parks, the Civil Rights Movement, and of the other important figures in this movement's history, I hope that you can understand the hardships Rosa and the people of her time faced as they fought for freedom and equality. I hope through all of this learning you are able to sit back and are able to relate yourself to Rosa's story and think about all of the courage and the strength it took for Rosa to stand up against the law and stand for something she believed in. I also hope you realize that though you may only be one person, standing up for something you believe in can make a difference.

Conclusion

After this unit on Rosa Parks, the Civil Rights Movement, and of the other important figures in this movement's history, I hope that you can understand the hardships Rosa and the people of her time faced as they fought for freedom and equality. I hope through all of this learning you are able to sit back and are able to relate yourself to Rosa's story and think about all of the courage and the strength it took for Rosa to stand up against the law and stand for something she believed in. I also hope you realize that though you may only be one person, standing up for something you believe in can make a difference.

Teacher Page

Focus: This WebQuest focuses on the life story of Rosa Parks and why she is such an important part of history. Students have been studying Rosa Parks and the time of the Civil Rights Movement for a period of time. Students will be creating a final project where students will collaboratively choose a project that best fits their learning styles. Objectives: Students will collaboratively create a final project related to Rosa Park's life story and be able to answer a series of questions relating to Rosa in their final project. Students will present their final project to the class where they will practice good presentation etiquette. Time Required: At least three 45-minute periods and a presentation day.

Above is a short news clip in 2005 shortly after Rosa Parks died.

Standards

Credits

Other