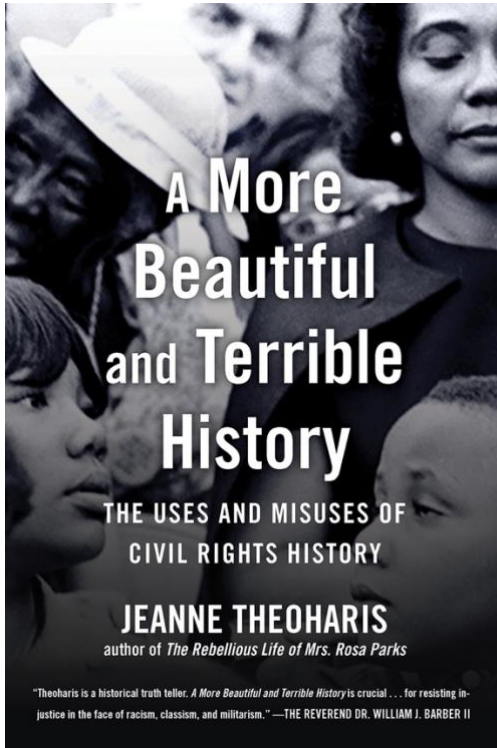


**UofSC TPS Project  
Lesson Plan Template**

<b>School:</b> Gilbert High School	<b>Author(s):</b> Maggie Todd
<b>Course:</b> African American Studies	<b>Grade Level(s):</b> 11 <sup>th</sup> , 12 <sup>th</sup> Grade
<b>Length of Class:</b> 90 minutes	<b>Number of Students:</b> Varies



Theoharis, J. (2018). *More Beautiful and Terrible History: Beyond the Fables of the Civil Rights Movement*. Beacon.

<b>Lesson Title:</b>	Re-Telling the Narrative of Rosa Parks
<b>Overview:</b>	Jeanne Theoharis writes in her book, <i>A More Beautiful and Terrible History</i> , about expanding the story of civil rights in America. Students will be looking at primary sources to assess and re-write the typical narrative of Rosa Parks to dive deeper into their understanding of the Modern Civil Rights Movement.
<b>Learning Objective:</b>	Given a primary source set and book chapter on Rosa Parks, students will be able to write a new, short biography of the historical figure that expands her story past the typical narrative for two class periods.
<b>SC Social Studies College and Career-Ready Standards:</b>	<b>USHC.5.CC</b> Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights.
<b>Essential Question:</b>	To what extent does the narrative of the Modern Civil Rights Movement give a complete story of the movement?

<b>Supporting Question(s):</b>	How is the story of Rosa Parks limiting of her lifetime? How does a popular narrative of an event/person limit learning and understanding of history?
<b>Digital Primary and Secondary Sources:</b>	Primary Sources: <ol style="list-style-type: none"> <li>1. <a href="#">Rosa Parks Primary Source Set</a></li> <li>2. <a href="#">Rosa Parks Papers</a></li> </ol> Other resources: Theoharis, J. (2018). <i>More Beautiful and Terrible History: Beyond the Fables of the Civil Rights Movement</i> . Beacon.
<b>Required Classroom Materials:</b>	Students will need access to the internet, personal devices, the primary source set, paper, pen/pencils, and chapter 5, “Beyond a Bus Seat” from <i>A More Beautiful and Terrible History</i> .
<b>Classroom Environment:</b>	Students will be working in a whole group and independently, so the classroom should be situated in a way that will promote that, such as a large circle or two semi-circles. The arrangement can change between days in order to best fit the students’ needs while working independently.

**Approximately what percentage of the time are students doing each of the following? (Should = 100%) Ideally, the teacher should not spend more than 50% of the class instructional time doing direct instruction.**

30%	Independent reading	0%	Partner work	30%	Engaging in whole group discussion
30%	Independent writing	0%	Group work	10%	Direct Instruction by teacher

Lesson Sequence/Procedures	
Estimated Time Needed (Should = full class period)	Detailed Description of Teaching and Learning (Include language to identify instructional goals – activate prior knowledge, engage, model, investigate, apply, review, closure, etc.) (Type in cells. They will expand as more space is needed. Add more cells as needed)
20 min	Students are going to be looking at the way Rosa has been interpreted in the media and common society and assess this viability. To begin, students should share everything they could possibly remember about Rosa Parks

	<p>without looking anything up. One student should be recording notes on the whiteboard or projector.</p> <p>Students should then do quick research (2 minutes MAX) to see if there is anything overall they missed. As a class, they will come up with a three sentence “biography” based on what they remembered as a class.</p>
40 min	<p>Students will then read about Rosa Parks and her life from <i>A More Beautiful and Terrible History</i>. Students will focus on her role in chapter 5, “Beyond a Bus Seat.” Students should read the beginning of the chapter, including the quote, to “Not changing attitudes, attitudes will change” (page 125). (There are many other passages for the teacher to choose from, such as The Endless Misuses of Rosa Parks in the introduction, pages 187 – 88, pages 168 – 71, and more).</p> <p>Through this, students will see Parks’ own opinions about how she is portrayed and learn about what else she did throughout her lifetime. After reading, students should do a think-pair-share in which they respond to the new information they learned about her. To debrief as a class, students should discuss the question: How has this new information changed your view and opinions about Parks?</p>
90 min	<p>Students will be using the <a href="#">Rosa Parks primary source set</a> from the Library of Congress. Students may also look at the <a href="#">Rosa Parks Papers</a> for the students who are well versed in research. There are 15 documents available in the set. Students are going to be doing a deep analysis of five of the documents. Students will be analyzing five documents of their choice from the set, using the <a href="#">Primary Source Analysis Tool</a> from the LOC for each one. Students should be completing five tools in total.</p>
90 min	<p>Students will be taking all of their information from the reading and their primary source analysis to write a new biography for Rosa Parks. Students should use their analysis from all of the documents in their biography, where their analysis tool’s will come in handy. Students should give as much detail as possible and focus on how much more she is than riding the bus.</p> <p>At the end of their biography, students should respond to the question:</p> <p>How does a popular narrative of an event/person limit learning and understanding of history?</p>

### Homework for Tomorrow

None

### Assessments

The formative assessments for this lesson are the five analysis tools done by each student and their newly written biography of Rosa Parks and response to the question. If this is within a larger unit on biographies or civil rights figures, a response to the question, “How does a popular narrative of an event/person limit learning and understanding of history?”, could be turned into a summative assessment.

<b>Learning Extensions</b>
This could be used within a larger unit that looks at how certain aspects of the Modern Civil Rights Movement are portrayed in modern society, re-writing the narrative that is perpetuated throughout society. Students could look at topics such as MLK Jr. versus Malcom X, the Black Panther Party, Selma, and more.
<b>Adaptations</b>
This unit could be adapted in many ways, such as with the primary sources. For classes that need more scaffolding, the teacher can choose the most prominent primary sources and assign them to individual students. Students that need more of a challenge could also look at the Rosa Parks Paper in the Library of Congress to expand their research skills and their primary source analysis skills.