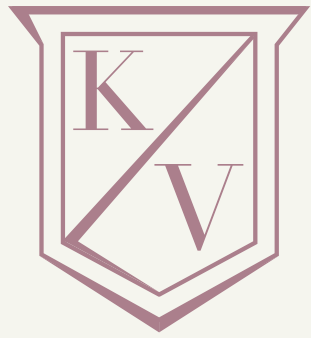


Heroes Who Inspire



# TEACHER'S NOTES

Rosa Parks

## Rosa Parks – Lesson Plan

The purpose of this pack is to reaffirm and develop pupils' knowledge and understandings of the character virtues, with particular reference to the virtues of **justice** and **courage**.

To accompany these Teacher's Notes, **Rosa Parks – The Story**, and **Rosa Parks – Resources for Pupils** are downloadable via the Jubilee Centre for Character and Virtues website ([www.jubileecentre.ac.uk/knightlyvirtuesresources](http://www.jubileecentre.ac.uk/knightlyvirtuesresources)).

The following supporting documents are also provided online:

- **Knightly Virtues Introduction Materials**
- **Virtues Toolkit** including activities on the following virtues: Self-Discipline, Honesty, Love, Gratitude, Justice, Courage, Service, Humility
- **Rosa Parks PowerPoint**
- **Other stories in the programme** including Gareth and Lynette, Don Quixote, Merchant of Venice, Robin Hood, El Cid, Beowulf, Joan of Arc and Anne Frank

### Background Information for Teachers

This information is to supplement the Rosa Parks PowerPoint which provides an introduction to the story, available online ([www.jubileecentre.ac.uk/knightlyvirtuesresources](http://www.jubileecentre.ac.uk/knightlyvirtuesresources)).

Rosa Parks was an African-American civil rights activist, known as 'the first lady of civil rights'. She was born in Alabama in 1913, and died in 2005, aged 92 years old. Parks' name became famous in the 1950s, when she refused to give up her seat on a bus in Montgomery, Alabama to a white passenger. Whilst not the first person to resist bus segregation, Parks' case became more popular, due to the support provided by the National Association for the Advancement of Colored People (NAACP). Parks was arrested for civil disobedience. Her name became synonymous with resistance to racial segregation around the world, and Parks collaborated with civil rights leaders including Martin Luther King Jr. Whilst Parks was widely honoured and supported in the years following the bus boycott, she initially suffered, and lost her job as a seamstress, and received death threats. Parks moved to Detroit and initially continued to work as a seamstress, before serving as secretary and receptionist to John Conyers, a US Representative from 1965-1988.

# Rosa Parks — Lesson Plan

**Title: Rosa Parks – Justice and Courage**

**Year Group 5/6**

Curriculum links: Literacy, History, Civil Rights

## Learning Objectives

1. To understand what the virtues of justice and courage mean in the story of Rosa Parks;
2. To accurately identify vocabulary which illustrate the virtues of justice and courage from the story of Rosa Parks;
3. To demonstrate sustained attention to an extended narrative and answer relevant questions accurately;
4. To be able to accurately retrieve information from the narrative which illustrates an answer or point of view.

## Learning Outcomes

1. To be able to identify and describe the virtues of justice and courage;
2. To begin to be able to relate the virtues of justice and courage to our own lives today.

## Resources

Related Knightly Virtues resources, including the Virtues Toolkit, are available via [www.jubileecentre.ac.uk/knightlyvirtuesresources](http://www.jubileecentre.ac.uk/knightlyvirtuesresources)

**Provided:** Rosa Parks narrative, Rosa Parks Teacher's Notes, Rosa Parks Resources for Pupils

**Not Provided:** Interactive White Board, Flipchart, Pens

## Introduction (15mins)

Introduce/reaffirm the meaning of character and virtue (Knightly Virtues Introduction PowerPoint). Introduce the Knightly Virtues definitions of humility and honesty (Virtues Toolkit). Establish open space for pupil engagement principles.

## The Story (30-35mins)

Read the story to pupils. Provide pupils with the opportunity to clarify understanding. Provide pupils with access to the Glossary for reference to character names and new vocabulary.

## Activity (15-20mins) Virtue in Focus: Justice

Ask the pupils to read 'Schooling in Montgomery' and 'Arrest' sections of the story through for themselves. Then divide them into small groups and ask them to work together to identify examples where justice is present, or absent, from the situations described. There is space provided for them to write their answers. Pupils then think of examples where they have displayed justice in their own lives, or seen others display justice.

## Plenary (15mins)

Bring the group together to discuss the acts of justice or injustice found within the story and invite them to share their experiences of displaying or witnessing justice in their own lives. Show and read the courage virtue card (available in the Virtues Toolkit) and introduce the homework task.

## Progression/Homework Virtue in Focus: Courage

Courage task from the Virtues Toolkit found online at [www.jubileecentre.ac.uk/knightlyvirtuesresources](http://www.jubileecentre.ac.uk/knightlyvirtuesresources)