

ACTIVITY ALIGNMENT MATRIX

Guiding Questions	Objectives	Assessment	Activities to support objectives and assessment
Title: Comparative of Rosa Parks and Cesar Chavez Guiding Questions • What are the similarities and differences of Rosa Parks and Cesar Chavez? • What is the benefit of a peaceful protest? • What hardships can occur through a peaceful protest? • What hardship are you experiencing and how could you peacefully protest?	Students will be able to experience one of the hardships African-Americans endured through a discriminatory bus activity. Students will be able to explain similarities and differences of Rosa Parks and Cesar Chavez through a classroom comparative Active Inspire activity. Students will be able to demonstrate their understanding of a peaceful protest through a picket sign and write up homework assignment.	Participation in activities, observation, and discussion Production of a protest sign including appropriate vocabulary and write up Development of a nonviolent approach to a personal challenge	1. Prior to lesson: • Introductory Lessons on Rosa Parks and Cesar Chavez • Arrange a bus to be available or arrange desks to resemble a bus • Print out the bus passes (attached) 2. Ask students to line up and pass out bus passes explaining they are going to hear a presentation on bus safety and they will need to be seated on the bus according to their bus pass (strip of paper). Explain that this is a new policy. 3. On the bus students should experience the limited seats for many and the abundant seats for a selected few. 4. Ask students; What seems to be the problem? Probe with questions such as: What solutions do you suggest?

			5. Ask; How do you think Rosa was feeling during this experience? (scared, brave, nervous, upset, angry) 6. Ask; What do you think the bus driver was thinking? (angry, upset, confused) 7. Exit the bus and return to the classroom. 8. In the class, show the Active Inspire on Rosa Parks and Cesar Chavez. Slide 1 – Read: How did you feel when some had seats anywhere on the bus while most others had to stand because there was no more room in the assigned seats? Allow for a few explanations. Slide 2 – When people have disagreements to rules or policies, they can try to change them by a peaceful or violent protest. Show the videos (Added link – blue buttons) on the two photos and explain
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			briefly a peaceful protest is one like Rosa Parks and Cesar Chavez demonstrated when they were treated unfairly. And an example of a violent protest is like one that occurred in Korea over the autoworkers unfair treatment. Slide 3 - Explain that both Rosa Parks and Cesar Chavez used nonviolent protests to support their cause. We are going to take a closer look and examine what other things they have in common? Slide 4 – Review Cesar Chavez and Rosa Parks location and cause Cesar Chavez – California, Table Grape Boycott (They don't use or buy) Rosa Parks – Alabama, Bus Boycott (They don't use or buy) Slide 5 - Review Cesar Chavez and Rosa
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			Parks: full names, births, deaths age at death Slide 6 – Venn Diagram of Rosa Parks and Cesar Chavez – Each student should be allowed an opportunity to move a word or phrase into the correct category – Try to provide the opposite on the following move. For example: If “ bus was chosen then grapes should be the next item placed so they are opposite of each other for a similar contrast. Discuss each word as chosen:
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