

TITLE: Comparative of Rosa Parks and Cesar Chavez	AUTHOR: Libby Nicholson, Albemarle County Public Schools
SUBJECT & GRADE LEVEL Social Studies, Civics 3rd grade	TIME ALOTTED: 60 Minutes
Overview/Rationale: Through a discriminatory bus activity, students experience one of the hardships African-Americans endured. Students return to the classroom for a comparative review of Rosa Parks and Cesar Chavez. A written description homework assessment of their protest approach will conclude the activity along with creating a protest sign supporting their chosen cause.	

Guiding Question(s):

- Rosa Parks and Cesar Chavez lead peaceful protests for change. What similarities and differences did they have?

Learning Objectives:

Students will be able to describe the cause and effect they experienced through a discriminatory bus activity which was one of the hardships African-Americans endured.

Students will be able to explain similarities and differences of Rosa Parks and Cesar Chavez through a classroom comparative Active Inspire activity.

Students will create a peaceful protest picket sign and write up homework assignment.

OAH Historical Skills Taught:

- Standard 3 – Historical Analysis and Interpretation
 - B. Compare and Contrast different sets of ideas, values, personalities, behaviors, and instructions by identifying likenesses and differences.

Virginia SOL:

Civics

- 3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by
- b) Identifying the contributions of Rosa Parks; Martin Luther King, Jr.; and Cesar Chavez;

Assessments:

Participation in the activities/observation/discussion

Production of Protest Sign including appropriate vocabulary and write up

Development of a nonviolent approach to a personal challenge

Materials/Resources

- Bus or chairs
- Bus passes - cardstock all same color*
- Interactive Board
- White Cardstock – one per student (Homework assignment)
- Paint Stirrers (Free at Lowes) (Closure)
- Packaging Tape (Closure)
- Peaceful Protest Homework*
- Venn Diagram Answer Key*
- Bus Experience (Cause and Effect)*

***At the end of this document.**

Modifications

Struggling Students – Three choices of a life challenge to help guide them.

Advanced Students – Write a letter the person/company to consider your request for change.

Instructional Bibliography:

Websites:

South Korea Auto Workers Protest Book

Burns, Roger. (2005). *Cesar Chavez: a biography*. Westport, CT: Greenwood Press

<http://www.youtube.com/watch?v=fglJuHJdRPM>

Images:

César Chávez. Digital Image. Wikipedia. http://en.wikipedia.org/wiki/César_Chávez
Web 28 October 2011.

Booking Photo of Parks. Wikipedia. http://en.wikipedia.org/wiki/Rosa_Parks
Web 28 October 2011.

South Korean autoworkers wield clubs against riot police during a 2003 ...
[people.howstuffworks.com < http://static.howstuffworks.com/gif/protest-5.jpg>](http://static.howstuffworks.com/gif/protest-5.jpg)

Delano, California map. Spiraling's Best Places. 2010
<http://www.bestplaces.net/city/california/delano>

Alabama. Hometown U.S.A. <http://www.hometownusa.com/al/map.html>

School Bus. Coloring Pages Plus. <http://coloringpage.s-pl.us/search.php?cx=004883432834942578848%3Acd7usewrz-4&cof=FORID%3A9&ie=UTF-8&q=bus%20tickets%20to%20paint&sa=Search&sbox=bus%20tickets%20to%20paint>

Instructional Procedures/Process:

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 Parks 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, pass out the cause and effect comparison and ask partners to draw lines to the effect of the causes.
9. Show and explain the **Active Inspire** (or PPT if you don't have Active Board) 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. Before you click on the blue dots to show the videos, ask the students to “look for” items used to protest violently in the South Korea video. In the other video, ask the students to “look for” how the African-American community got to and from work when they refused to ride the buses. Show the videos (Added link – blue buttons) on the two photos and explain 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.

What was used to protest violently in South Korea? – nuts, bolts, metal rods, and fire bombs

How did the African-Americans get to and from work when they refused to ride the buses? – walked, carpooled, asked for rides from friends who had cars, churches provided cars to help give rides, and taxis.

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 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:

Venn Diagram Key

Rosa Parks	Cesar Chavez
Bus	Grapes
African Americans	Mexican Americans
California Alabama	California
woman	man
NAACP- National Association of Advancement of Colored People	NFWA – National Farm Workers Association
381 days	5 years
Equal treatment	Better working conditions
December 1,1955 – December 20 ,1956	1965-1970
	340 mile march
arrested	fasted
violence	nonviolent

Both
Picket signs
Help others
strike
Changed the law
Unfair treatment
Peaceful protest

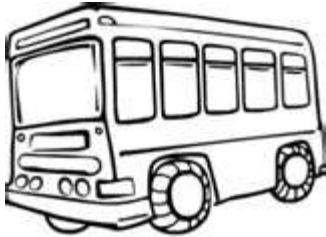
Homework Assignment: Brainstorm ideas of challenges in the student's lives that they might want to protest. (Healthier lunches, more recess, etc.) Pass out the homework assignment papers (attached: three levels of difficulty: 1- below grade level, 2 – on grade level, 3 – above grade level – leveled numbers are indicated on the bottom of each page) and explain that the assignment is for them to think about something in their lives they feel is unfair. Their homework assignment is to fill out the homework paper and create a picket sign peacefully protesting what they want to change. (Directions are on the assignment)

Closure:

The following day, pass out the paint stirrers and tape to mount their signs. Have students share with the class their protest signs and the cause they were interested in protesting. Collect the homework assignment papers.

Bus Passes – any seat

Bus Pass



You may sit in any seat!

Bus Pass



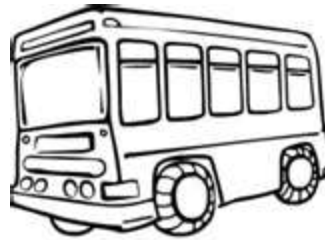
You may sit in any seat!

Bus Pass



You may sit in any seat!

Bus Pass



You may sit in any seat!

Bus Pass



You may sit in any seat!

Bus Pass



You may sit in any seat!

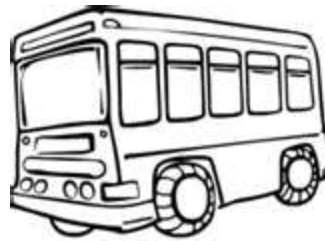
Bus Passes – limited seats

Bus Pass



You may only sit in the front two rows!

Bus Pass



You may only sit in the front two rows!

Bus Pass



You may only sit in the front two rows!

Bus Pass



You may only sit in the front two rows!

Bus Pass



You may only sit in the front two rows!

Bus Pass



You may only sit in the front two rows!

name: _____

date: _____

Peaceful Protest Homework

**What is the unfairness that you want to change?
(Healthier Food at Fast Food Restaurants, Cheaper Movie
Tickets/Popcorn at Theaters, Television Channels)**

How would you protest? (strike, boycott etc.)

Who would benefit from this change?

Who would disagree with your protest?

**Create your picket/strike sign and include the
cause and what you want to change.**

name: _____

date: _____

Peaceful Protest

What is the unfairness that you want to change?

How would you protest? (strike, boycott etc.)

Who would benefit from this change?

Who would disagree with your protest?

Create your picket/strike sign and include the cause and what you want to change.

(2)

name: _____

date: _____

Peaceful Protest

What is the unfairness that you want to change?

How would you protest?

Who would benefit from this change?

Who would disagree with your protest?

Create your picket/strike sign and include the cause and what you want to change.

Write a letter to the person/company who would be able to make the changes. Include what you want changed.

(3)

name: _____

date: _____

Bus Experience

Directions: Draw a line from the causes to the effects from the bus experience.

Cause

Effect

**Only a select few
were given a bus
pass to sit
anywhere they
wanted.**

**Many had to
stand because
there were no
seats available.**

They felt inferior.

**Most were given a
bus pass to sit in
limited seats.**

**Students who sit
anywhere they
wanted felt
privileged.**

**They felt
superior.**

