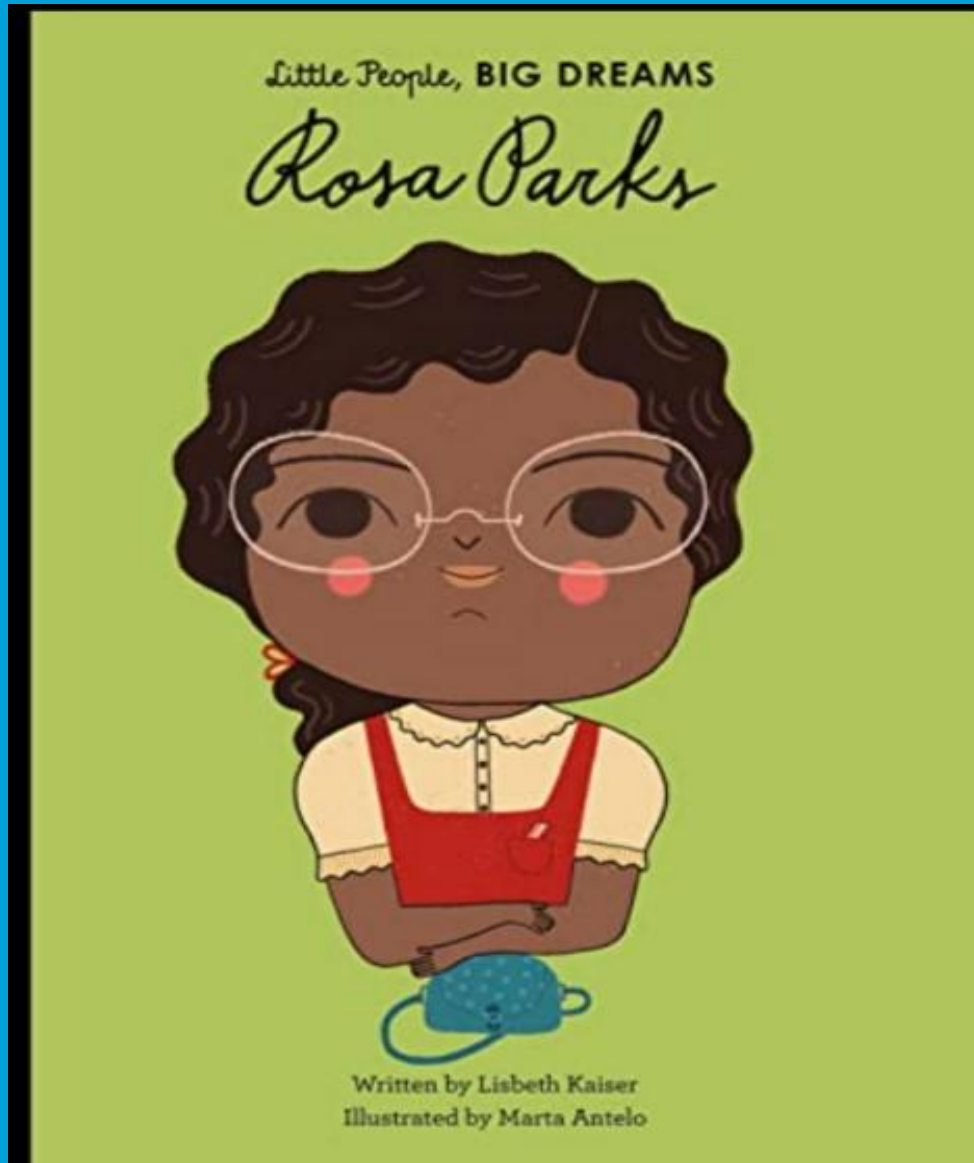


# Kindergarten Lesson Plan Rosa Parks Black History Month



# Wreaths Across America

## Lesson Plan

|                     |   |
|---------------------|---|
| Teacher:            | Date:                                   |
| Grade: Kindergarten | Lesson: Rosa Parks, Black History Month |

|  |  |
|--|--|
| <p><b>OBJECTIVES: CCSSELA SLK. 2.</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> | <p><b>STRATEGIES:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Drawing/Coloring</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Think/Pair/Share</li> <li><input type="checkbox"/> Collaboration</li> <li><input type="checkbox"/> Discussion Questions</li> <li><input type="checkbox"/> Small Groups</li> <li><input type="checkbox"/> Large Group</li> </ul>   |
| <p><b>MATERIALS:</b></p>   | <p>Computer/laptop; internet (with access to YouTube); Smart Board; copy of oral Q &amp; A Key Detail Questions <i>Little People, Big Dreams Rosa Parks</i>; copies of the Rosa Parks Writing Practice Worksheet; copies of Rosa Parks Coloring Sheet</p>  |
| <p><b>Engage:</b> Hook the students</p>  | <p>Play the YouTube video, Rosa Parks American Hero<br/> <a href="https://youtu.be/-RG0sbjuZ30">https://youtu.be/-RG0sbjuZ30</a><br/>           Think/Pair/Share Activity- Pair the students with a partner or use the questions as discussion questions. Explain the T/P/S directions. The students will think of their answer, get with their partner, and share their answer.<br/>           T/P/S Question: Rosa Parks message to young people was to never give up-no matter the odds. Have you ever wanted to give up doing something because you thought it was too hard? What was it? What did you do about it in the end?</p> |
| <p><b>Explore:</b> Students make sense of a concept through observations.</p>  | <p>Play the YouTube read aloud book, <i>Little People, Big Dreams Rosa Parks</i>, Written by Lisbeth Kaiser, Illustrated by Marta Antelo;<br/> <a href="https://youtu.be/aCcSsjkQe9s">https://youtu.be/aCcSsjkQe9s</a><br/>           Students will answer oral Q &amp; A Key Detail Questions <i>Little People, Big Dreams Rosa Parks</i>.<br/>           Handout copies of the Rosa Parks Writing Practice Worksheet. Students will complete the writing practice worksheet.<br/>           Handout the Rosa Parks Coloring Sheet. Students will complete the Rosa Parks Coloring Sheet.</p>   |
| <p><b>Explain:</b> Teacher introduces formal vocabulary and language to students.</p>  | <p>civil rights                      inequality                      Supreme Court<br/>           Montgomery, Alabama      activist<br/>           boycott                              human rights</p>   |
| <p><b>Elaborate:</b> Students apply what they have learned.</p>  | <p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>  |
| <p><b>Evaluate:</b> assessment.</p>  | <p>Teachers will choose which activities to use as formal assessments.</p>   |
| <p><b>Enrichment/Service-Learning Project</b></p>  | <p>Students will brainstorm a way to serve their local community in honor of Rosa Parks. See a list of potential projects on the last page.</p>  |

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### ***Little People, Big Dreams-Rosa Parks***

#### **Key Details**

1. Where did Rosa Parks live as a young child? **Rosa lived outside of Montgomery, Alabama.**
2. Who did Rosa live with? **Rosa lived with her mother, her brother, and her grandparents.**
3. What kind of stories did Rosa's grandparents tell her when she was growing up? **Rosa's grandparents told her stories about slavery, when black people were not free to live like other people.**
4. Why did Rosa and her brother have to walk to school every day? **Rosa and her brother had to walk to school because there was not a bus for the black children to ride to school.**
5. How do you think it made Rosa feel to know that she and other black children were not being treated the same as the white children? **Answers will vary.** How do you know? **Rosa knew she was just as good as other people, and sometimes she had to let people know that.**
6. When Rosa grew up and went to work, she saw many rules for black people. Name some of the rules. **Rosa could not use the same doors, elevators, bathrooms, or water fountains as white people. Rosa also had to sit at the back of the bus.**
7. Why was Rosa arrested and put in jail? **Rosa was arrested and put in jail because she refused to stand up and give a white man her seat on the bus.**
8. Rosa was not afraid after being put in jail, why not? **Rosa was not afraid because she knew what she was fighting for was right.**
9. How did Rosa inspire others to help fight for equal rights for black people? **She encouraged them to boycott the busses.** What happened after over a year of boycotting the busses? **The Supreme Court ruled it unfair to treat black people differently.**
10. What did Rosa think about being called a hero? **Rosa said she was just an ordinary person like everyone else.**

Wreaths Across America  
Lesson Plan

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Name \_\_\_\_\_

Rosa Parks Writing Practice Worksheet

Rosa Parks grew

up in Alabama.

Black people were

not treated fairly

in the south. When

Rosa grew up, she

was a Civil Rights

Activist. She is

# Wreaths Across America

## Lesson Plan

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best known for

refusing to give up

her seat to a

white man on a

bus, which led to

the Montgomery

Bus Boycott. The

Congress of the

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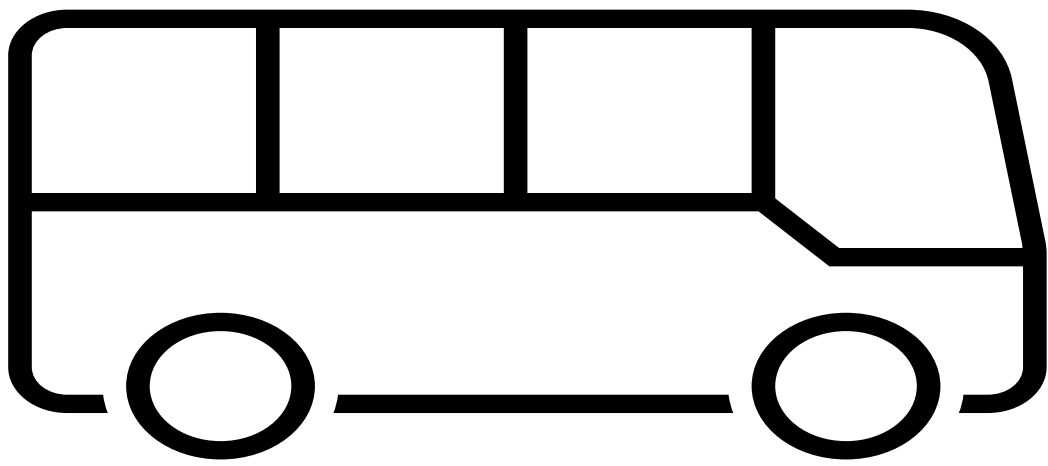
United States

honored her by

calling her a hero

and the First Lady

of Civil Rights.



Wreaths Across America  
Lesson Plan

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Name \_\_\_\_\_



Wonder Media

# Wreaths Across America

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### Grades K-5 Action Plans

1. Draw pictures or make cards for servicemen and women overseas or veterans at a local VA Hospital or VA Home. [Operation Gratitude](#) sends over 250,000 packages to Servicemen and Women, and First Responders annually, the link above provides guidelines for participation in their program.
2. Make cards for Senior citizens in your community for the various holidays. Teachers/Parents can help their children by:
  - \* contacting local nursing homes, senior centers and VA Homes to determine the procedure they have for community involvement, the numbers of residents, etc.
  - \* setting up a calendar as a reminder to your child letting them know when certain holidays are coming.
  - \* providing materials: crayons, paper, coloring sheets for younger students
  - \* setting up a time for delivery of the cards to the facility, or help your child mail the cards at the Post Office.
3. Decorate placemats to be used for Senior citizens during the holidays with a special note or picture! Many agencies deliver meals to Seniors who have mobility problems and are on a fixed income. Teachers/Parents can help their children by:
  - \* contacting local agencies that provide meals for Seniors, coordinate with the agency to provide placemats for an upcoming holiday
  - \* talking with your child's teacher to see if this could be a classroom project
  - \* provide materials,
4. [Donate gently used or new stuffed animals](#) to a local fire department or police station to give to children in emergencies.
5. During your birthday month, donate cake mix, frosting, candles, and an age-appropriate toy in a box. Donate items to a local food pantry or school social worker for families in need of a birthday cake. Let your child decorate the bag/box with a birthday message. Parents can help their children by:
  - \* contacting a local food bank or their child's school to arrange a drop-off point
  - \* purchasing the items to donate
  - \* taking their child to be a part of the drop-off
6. Collect school supplies, coloring books/crayons or games to donate to local homeless shelters or local children's hospitals.
  - \* contacting a local food bank or their children's hospital to arrange a drop-off point
  - \* purchasing the items to donate
  - \* taking their child to be a part of the drop-off
7. Make a no-sew fleece blanket for a child in need with [Project Linus](#), or a Veteran in need with [Soldiers' Angels](#). Parents can help their children by:
  - \* log on to the Project Linus or Soldiers' Angels to check out the specifications for the blankets,
  - \* help their child purchase materials
  - \* help their child make the blanket if necessary
  - \* take their child to ship or deliver the blanket