

## Rosa

By Nikki Giovanni

### NOTES TO 5th GRADE TEACHERS:

Please complete the Teacher Activity with your class prior to the volunteer's visit. Since the volunteers only have 30 minutes with your class, it's important to build the background knowledge needed for listening comprehension.

### Lesson Objectives:

At the end of this lesson the students will be able to discuss the essential questions, as well as define and synthesize the vocabulary important to the theme of civil rights, segregation, and integration.

### Essential Questions:

1. What is Courage?
2. What is Kindness?
3. What is a hero?
4. Why does Kindness matter?
5. What can I learn from the text that can help me be a better citizen?

### Comprehension Strategy: (Synthesizing)

Synthesis take place when readers' thinking changes. Their thinking evolves. They infer meanings beyond the story line. They recognize themes.

### **Teacher Activity (Prior to the Volunteer’s visit):**

Revisit and provide background information about civil rights, segregation and integration in the 1950s and early 1960s.

### **Vocabulary:**

Note to teachers: The following definitions were taken from various dictionary sources (e.g., Merriam-Webster, Oxford Language) and are offered as instructional material in preparation for the reading of Rosa.

1. **Civil Rights** - the rights of all citizens to political and social freedom and equality.
2. **Segregation** – separation because of skin color.
3. **Integration** – to give everyone equal opportunity to belong.
4. **Racism**
  - a. prejudice or discrimination directed against someone of a different race based on the belief that one’s own race is superior.
  - b. prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership in a particular racial or ethnic group, typically one that is a minority or marginalized. [Oxford Language]
5. **Protest** - a public demonstration of disapproval.
6. **NAACP** - National Association for the Advancement of Colored People is an organization that works to ensure that all individuals have equal rights without discrimination based on race.

### **Discussion:**

1. Discuss what is courage and identify traits that show courage.
2. Discuss what kindness is and identify situations when students have been kind or seen kindness.
3. Discuss the Question: Why does kindness matter?
4. Discuss the character traits of a hero.
5. Record responses on chart paper.

### **Teacher Activity (Day of the Volunteer’s visit):**

#### **Setting the Purpose:**

1. Tell the students that they will be listening to the story “Rosa” by Nikki Giovanni. As they listen to the story they should be thinking about courage, kindness, and heroism. Explain that at the end of the story they will be having a discussion and will need to support their response from evidence from the text.
2. Review what courage and kindness are and then identify the traits that show each. Display the responses previously recorded on the chart paper.

**Volunteer Activity:**

Explain to the listeners that the book is a narrative of an actual event that took place in the U.S. in 1955. Show the picture of Rosa on the following page. Read the book *Rosa* all the way through (without stopping) so that the students get the flow of the story.

1. In the story, the author used the words “evil custom” to describe something that Rosa did as she boarded the bus. What did she do?
2. Why was Rosa asked to give up her seat?
3. What do you think the Supreme Court Justices meant when they said that “separate is inherently unequal?”
4. In what ways did the protest, by staying off the buses, help give a voice to the injustice?
5. What was a result of the protests and staying off the buses?
6. Who showed kindness in this story?
7. Who showed courage in the story?
8. What can I learn from this story to be a better citizen?

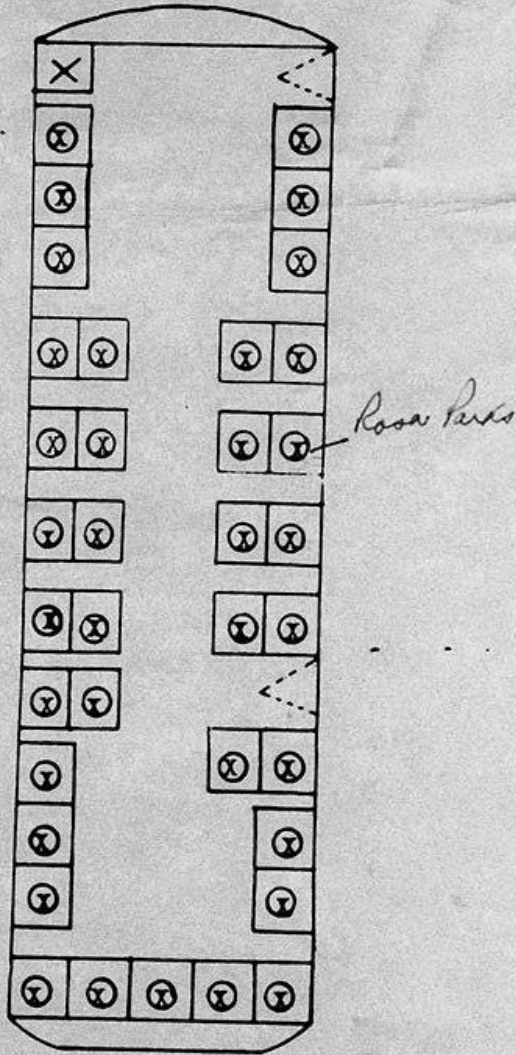


1955



1955

EXHIBIT "A"  
Attached to  
Exhibit C  
2/22/1956  
W.N.D.



Name **Parks**  
Surname

**Rosa**  
Given Name

**L.**  
Middle Name

Classification

**28 MO 72**  
**28 MI**

Alias

Nickname:

Reference

No. **79521** Color **C.** Sex **Female**

**79521**

**RIGHT HAND**

1. Thumb	2. Index finger <b>m</b>	3. Middle finger <b>0</b>	4. Ring finger	5. Little finger <b>12</b>
<b>w</b>	<b>w</b>	<b>w</b>	<b>w</b>	<b>w</b>

**LEFT HAND**

6. Thumb	7. Index finger <b>m</b>	8. Middle finger <b>1</b>	9. Ring finger	10. Little finger
<b>w</b>	<b>w</b>	<b>w</b>	<b>w</b>	<b>w</b>

Impression taken by

*May Cannon*

(Signature of official taking prints)

Right simulations

Signature of person fingerprinted:

**ROSA L. PARKS x Rosa L. Parks**

Files searched by

Four fingers taken simultaneously

Four fingers taken simultaneously

<b>Left Hand</b>	<b>Left thumb</b>	<b>Right thumb</b>	<b>Right Hand</b>





Parks on a Montgomery bus on December 21, 1956, the day Montgomery's public transportation system was legally integrated. Behind Parks is Nicholas C. Chriss, a [UPI](#) reporter covering the event.