

More Than A Bus Ride©

LESSON PLANS

Grade Level: With teacher modifications, this lesson plan is appropriate for students in grades 4, 5, 6, 7, 10, 11, and 12

Duration: One to two weeks

Concept: Justice

Project Overview

“More Than a Bus Ride” is a comprehensive, interactive, multi-media curriculum guide that tells the true un-told story of the Montgomery Bus Boycott and the impact of the Browder v Gayle lawsuit that ended segregated seating on intra-city buses and ultimately destroyed the remaining vestiges of Jim Crow Segregation in the United States of America. This multi-leveled, multi-perspective approach to teaching and learning takes a cross curricular approach to connect traditional American history to economics, language arts, math and fine arts.

This curriculum guide was developed using National Standards of History, Geography, Civics, and English making it usable in school districts across the nation. The flexible inter-active approach will allow teachers to differentiate instruction to meet the needs of all learners. The plethora of primary source documents, the wealth of

activities and rubrics, and the comprehensive documentary that supports the curriculum guide will motivate and inspire young people to take active roles in their local communities to “ensure the blessings of liberty” for generations to come.

Students will learn not only about the contributions of Mrs. Rosa Parks and Dr. Martin Luther King, Jr. but also about how teenagers like Claudette Colbert(Colvin) & Mary Louise Smith challenged the system and won. To set these events in their proper perspective, students will be transported back in time via the "More Than a Bus Ride: Rivers of Change" documentary to examine the efforts of pioneers for justice like Mrs. Elizabeth “Liz” Jennings and Mrs. Ida B. Wells. The quest for freedom, equality, and justice may have been delayed but it could not be denied.

Using a variety of instructional strategies aimed at developing critical thinking skills, improving research skills, enhancing reading and writing skills, students will examine foundational documents of our government as they literally dismantle the structures that men of power in places of authority built to keep African Americans, women, and others in a place of non citizenship. This is a very comprehensive unit of instruction. The teacher is not expected to use every activity. In some parts of the guide there is only one activity. In that case, the activity is critical for mastery of content and the teacher should carryout the activity as outlined. The curriculum guide offers several opportunities for differentiated instruction. Options are given throughout the guide to maximize time on task by providing challenging yet engaging learning opportunities. Finally, in 1956 when the courts ruled favorably for the plaintiffs in the Browder v Gayle case, the issue of segregation was at least to put to bed if not to rest.

Contents:

- **More Than A Bus Ride-Rivers of Change Documentary on DVD**
- **More Than A Bus Ride Curriculum Guide on CD**
- **Student activity kit**
- **All the rubrics for the various tasks in the course**
- **Power point presentation for classroom use**
- **Graphic Organizers**
- **Primary Documents**
- **Music and Poetry of the Modern Civil Rights Era**
- **Resources-Glossary and Bibliography**

Curriculum Guide 4MAT Right Brain-Left Brain Learning Style

Quadrant 1 Right: Connect

Objective:

To engage students in an experiential exercise regarding proposed changes in state and local laws regulating the transportation of students on public school buses. The exercise is designed to connect students and issues in their lives today to the 1955-56, Montgomery Bus Boycott.

Quadrant 1 Left: Attend

Objectives:

To allow students an opportunity to analyze the proposed changes and how they might impact their lives.

To enhance persuasive writing skills.

To compare the Montgomery City Codes of 1955 with the "proposed guidelines" for publicly transported students.

Quadrant 2 Right: Imagine

Objective:

To allow students to visualize the "American Dream" and the nightmarish reality faced by African Americans and other minorities living in the United States of America prior to the modern civil rights movement.

Quadrant 2 Left: Inform

Objectives

To examine the lives of five extraordinary women in terms of their roles, impact and contributions to the modern civil rights movement.

To inform the public of women's organizations and the roles they played in the Montgomery Civil Rights Movement of 1955-56.

To examine events, including *Brown v Board of Education of Topeka, Kansas*, that provoked citizens to action and ultimately lead to the *Browder v Gayle* lawsuit.

To correct omissions and errors of historical accounts of the events surrounding the Montgomery Bus Boycott and the *Browder v Gayle* lawsuit.

To gain an appreciation for the struggle by women to gain full citizenship rights for African Americans, women, the handicapped, immigrants, and others.

To understand the significance of the combined effort of a legal demand backed by a social protest.

To gain an appreciation for the gift of non-violent protest to achieve social and legal justice.

To inform students of the history surrounding the legal struggle to end segregation in regards to intra-city transportation.

To examine the provisions of the 10th, 14th and 15th amendments.

To improve research skills by providing students an opportunity to discover, use, and evaluate the importance of primary source documents.

To encourage students of all ages to accept individual responsibility.

Quadrant 3 Right: Extend

Objectives:

To enhance creative writing skills

To transform what the students have learned into a dramatic presentation.

Quadrant 3 Left: Practice

Objectives:

To examine primary documents and explore their national significance in addressing and obtaining basic human and civil rights.

To improve geographic skills.

To improve writing and research skills.

Quadrant 4 Right: Perform

Objectives:

To allow students to share what they have learned with other students and members of the community.

To host a “premier” to honor the heroines of the Browder v Gayle lawsuit.

To involve members of the community in school related activities.

To learn how to use a Storyboard to develop a documentary.

Quadrant 4 Left: Refine

Objectives:

To develop and enhance student creativity

To use the 6 + 1 Writing Skills Trait Rubric to improve writing skills.

To develop research skills.

Student Activities

- Re-enact organization strategies via texting, voice mail message, Web-pages, email, answering machine
- Re-enact segregation of students and with proposed bus guidelines for students.
- Cooperative literacy exercises

- Cooperative group tasks exercises
- Photograph-Poster analysis and worksheets
- Poem for two voices-debate
- Sound recording analysis and worksheet
- Video analysis and worksheet
- Written document analysis and worksheet
- History detectives
- Create graphic display organizers to show impact of boycott and Browder v Gayle Lawsuit
- Compare and contrast U.S. Declaration of Independence to Preamble to the UN Declaration of Human Rights
- Talk Show
- Student Debate
- Line Art
- Journalism-newspaper reporting
- Daily journals and essays
- Storyboard for documentary production and movie premier
- Develop a living history museum
- Mock courtroom trial- Browder V Gayle
- Virtual interviews with teenagers Claudette Colvin and Mary Louise Smith of 1955
- Examine regional practices of segregation using a Tic Tac Board
- Using maps to examine widespread segregation by states

