

# SOCIAL EMOTIONAL LEARNING

## SOCIAL SKILLS LESSON PLAN

### CASEL COMPETENCY: SOCIAL AWARENESS

### SOCIAL SKILL: APPRECIATING DIVERSITY

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#### BOOK INFORMATION

Book title: Rosa

Author: Nikki Giovanni

Publisher and date of publication: Henry Holt and Company, 2005

ISBN: 978-0-8050-7106-1

Number of pages: 29

Reading level: 3-4

interest level: K-6

#### BOOK SYNOPSIS

The narrator describes the average day that Rosa Parks had before she refused to give up her seat. It explains that she was in a neutral part of the bus that is for black and white people but since more white people had entered, she was asked to move. She would not, even when threatened with being arrested. The narrator puts into context that the Supreme Court had decided that segregated schools were unlawful, but her being arrested for this indicated that segregation was still allowed. The narrator then shows Jo Ann Robinson, who was a professor at Alabama State, gather 25 women together to break into the university to make fliers asking African Americans to boycott the buses. Dr. Martin Luther King asked everybody to walk and they did. People from around the country sent the walkers shoes, coats, and money so they could keep walking. Almost a year after Rosa Parks was arrested, the Supreme Court ruled that segregation on the buses was illegal. Under the constitution, all citizens are equal and entitled to its protection.

This book would be good to supplement a Civil Rights unit. It could be used to show students that everybody deserves respect.

#### LESSON OBJECTIVE

The goal of this lesson is for students to understand that everybody deserves respect. They should understand that sometimes we need to stand up for each other so that everybody gets the respect they deserve.

#### LESSON MATERIALS AND ADVANCE PREPARATION

K-2 materials:

- A preferred item, such as a small candy, for each child

- A puppet or figurine for each student

K-2 advance preparation:

- Decide who you want in each group so that there are faster learners who will likely lead the group in the activity

3-6 materials:

- A piece of construction paper for each child
- A pencil for each child

## KEY VOCABULARY AND CONCEPTS

**Segregation:** The separation or isolation of a race by enforced or voluntary residence in a restricted areas.

**Discrimination:** Treatment against a person based on the group that they belong to, rather than merit.

**Separate but equal:** When the law allows for segregation

**NAACP:** National Association for the Advancement of Colored People that was found to fight prejudice, lynching, and segregation

**Brown v. Board of Education:** Important case where the Supreme Court declared state laws establishing separate public schools for black and white students to be unconstitutional.

## PRE-READING ACTIVITY

After gathering the students, pass out a preferred item (like a small candy) to all students who are wearing green (or with some other attribute not associated with their ethnicity or gender). After a few moments of students complaining that it is not fair, introduce the book. Explain that the book is about a woman who did not receive something that many other received because she looked different than what society wanted her to look like. Ask the students what could be some possible solutions to that unfair treatment? Explain that for many years many ways of fixing the problem had been attempted, but the story of this woman leads to one very important change.

## READ THE BOOK

## POST READING DISCUSSION

After reading the book, give the preferred item to those who had not received it before. Ask the class why Rosa Parks would not give up her chair. What did she want? Explain that respect both from protection of the law and from others is important for people to be safe.

Ask the students why the women made the fliers. How were they showing respect to Rosa Parks? How were they showing respect to each other and other African Americans? Explain that sometimes we need to stand up for each other so that everybody gets the respect they deserve. Ask the students what resulted from Rosa Park's protest.

## POST READING ACTIVITY

K-2: Have the students use puppets or toys to recreate the story of Rosa Parks. Divide students into groups of five and assign someone to be Rosa Parks, the bus driver, JoAnn Robinson, Martin Luther King, and the Supreme Court. Have them practice and make sure to monitor the classroom to make sure they get the story right.

3-6: Ask the students divide a piece of paper in half and make three columns on each half. Label the first half with: A time I showed respect to someone. Label the second half with: A time someone showed respect to me. Then label the columns the following: What happened, how I felt, and what I chose to do. Ask the students to fill out each column for when they respected someone and when someone respected them. Relate the stories shared by students to school life. Remind students that demonstrating respect means using kind words and actions to show respect at school, home, and in their communities.

## CLOSURE

We need to understand that everybody deserves respect. Sometimes we need to stand up for ourselves to get respect and sometimes we need to stand up for others so that they can receive respect. When we are respectful of others we are telling them that they are important and safe.



"I speak to everyone in the same way, whether he is the garbage man or the president of the university."

- Albert Einstein