



Teaching Guide

SEGMENT 2, WEBISODE 14

Please note: Each segment in this Webisode has its own Teaching Guide



Segment Overview



Let's Discuss

Rosa Parks' arrest triggered a boycott of city buses organized by Montgomery's African American leaders. In spite of personal hardship, intimidation, and retaliation, the black community supported the boycott, which eventually stretched on for a year. One outstanding church leader took an important leadership role in the boycott: Martin Luther King, Jr.

Teacher Directions

1. Ask the students.
 - Who supported the boycott?
 - What hardships did those who boycotted buses face?
 - Who led the boycott?
 - How might the boycott affect the city's transportation system?
 - How did African Americans get to work and school without buses?
2. Make sure students understand the following points in discussing the questions.

The African American community of Montgomery strongly supported the boycott, even though this led to personal hardship, intimidation, or outright persecution. While most African American citizens in Montgomery depended on the buses as their only form of transportation to work, the bus system similarly depended on fares from the black community to exist profitably. African Americans walked and formed carpools. Some white people also helped organize and drive carpools.



History Sleuth

Teacher Directions

1. Students read the first person account of the Montgomery Boycott by Jo Ann Robinson on The Montgomery Bus Boycott Page at <http://socsci.colorado.edu>.
2. Working with teammates, students answer the following questions.
 - In what way was Jo Ann Robinson as important as Rosa Parks in launching the boycott?
 - How did Robinson prepare for the boycott? Why would such preparation be necessary?
 - Why did one black woman tell her white employer about the boycott? Did this work for or against the boycott?
3. Students from each team share any other observations and insights gained from reading the account of the bus boycott.
4. Working with teammates, students design a flyer or poster to get support for the boycott.

Teacher Directions

1. Ask the students:
 - Are Jo Ann Robinson and Rosa Parks equally important historical figures in the boycott? Why?
 - Would you have supported the boycott? If so, how?
2. Students write a journal entry expressing their opinion.

Teacher Directions

1. Introduce the concepts of civil disobedience and non-violent protest.

Civil disobedience is opposing a law that is thought to be wrong by peacefully refusing to obey it. The people who do this have hopes of moving other people to correct the problem in society. People who are being civilly disobedient take their punishment for disobeying the law. Non-violent protest is disobeying seemingly immoral laws in a peaceful, just and civil manner.

2. Students discuss how the Montgomery Bus Boycott was an example of civil disobedience and non-violent protest. Student cite specific information about the boycott to support their observations.



What do you Think?



Moving Toward Freedom

Moving Toward Freedom,
Continued.

3. In their small learning teams, students discuss:
 - How does using civil disobedience and non-violent protest require personal courage?
 - How do acts of civil disobedience and non-violent protest move us toward freedom?
 - How did the Montgomery Bus Boycott move our nation toward freedom?
4. Students further research other acts of civil disobedience and non-violent protest. For example, in Henry David Thoreau's essay entitled "On the Duty of Civil Disobedience," he stated that if a law is unjust, the people should refuse to obey it.

Teacher Directions

Use the following activities with your students.

Language Arts — Students listen to or read and discuss King's "I Have A Dream" speech in its entirety.

Language Arts — Students read or listen to a recording of King's "Letter from a Birmingham Jail" in which he answers the objections of those who disagree with the civil rights movement.

Science — Hawaii, which was created by volcanic activity, became a state in 1959. Students read about volcanoes and locate several volcanoes that are active today.

Visual Arts — Students view and discuss the Norman Rockwell print depicting the integration of Central Rock High School in Little Rock. What message is the artist communicating? How does he make his point?

