RECORDENSATION OF THE REPORT O



"I was not tired physically, or no more tired than I usually was at the end of a working day. No, the only tired I was, was tired of giving in." **-Rosa Parks**



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Dear Teachers,

The American Negro Playwright Theatre (ANPT), a nonprofit entity that is devoted to outreach, education, and empowerment through the arts, is pleased to bring you the story of the Mother of the Civil Rights Movement—Rosa Parks.

In 1955, pride was a dangerous thing for blacks to have. With the threat of violence, brutality and death, it was obvious why most didn't speak out. But on December 1st 1955, Rosa Parks refused to give up her seat on the bus. By making the decision to keep her seat, she was actually taking a stand. And in doing so, she changed the course of American history.

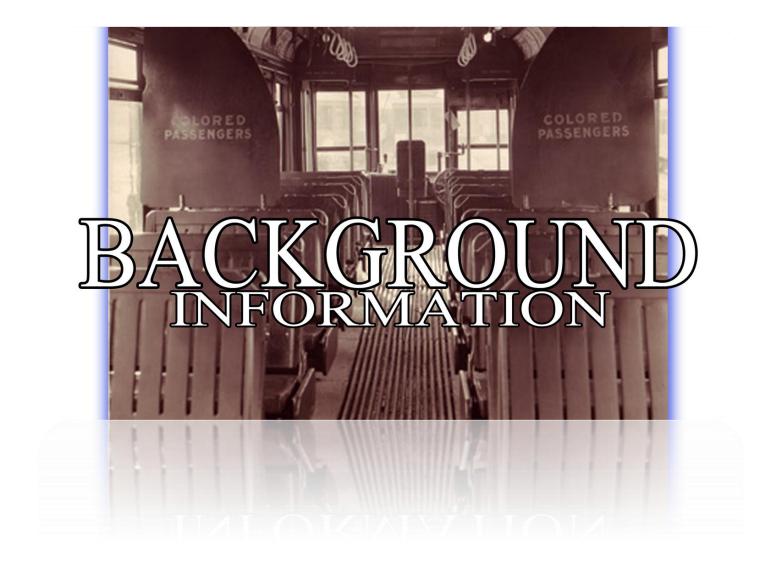
This gripping one-woman show delves into the story behind the prominent figure in the Civil Rights Movement whose legacy still lives on today, giving the audience a look into the sentiments of Mrs. Parks' inciting incident and the events that followed thereafter.

We hope you enjoy!

Sincerely,

Barry Scott

Barry Scott Producing Artistic Director The American Negro Playwright Theatre



BACKGROUND INFORMATION



Date of Birth: February 4, 1913 Place of Birth: Tuskegee, AL Date of Death: October 24, 2005 Place of Death: Detroit, MI



ABOUT THE TIME PERIOD

Segregation and Civil Rights Background Facts:

-1875: Civil Rights Act of 1875

Under Amendment XIV, Congress passes a law that makes racial discrimination in public accommodations illegal.

-1883: Civil Rights Act overturned. The Supreme Court declared the Civil Rights Act of 1875 unconstitutional and that the Fourteenth Amendment forbids States, but not citizens, from discriminating.

-1896: *Plessy v. Ferguson* case upheld a Louisiana law that required whites and blacks to occupy separate railroad cars. Established "separate but equal" doctrine.

Segregation of public transportation:

-Tennessee segregated railroad cars, followed by Florida (1887), Mississippi (1888), Texas (1889), Louisiana (1890), Alabama, Kentucky, Arkansas, and Georgia (1891), South Carolina (1898), North Carolina (1899), Virginia (1900), Maryland (1904), and Oklahoma (1907)

- Under the system of segregation used on Montgomery buses, white people who boarded the bus took seats in the front rows, filling the bus toward the back. Black people who boarded the bus took seats in the back rows, filling the bus toward the front. Eventually, the two sections would meet, and the bus would be full. If other black people boarded the bus, they were required to stand. If another white person boarded the bus, then everyone in the black row nearest the front had to get up and stand, so that a new row for white people could be created. Often when boarding the buses, black people were required to pay at the front, get off, and reenter the bus through a separate door at the back. On some occasions bus drivers would drive away before black passengers were able to re-board.



TIMELINE OF EVENTS

TIMELINE OF EVENTS

• Dec. 1, 1955: Rosa Parks refused to give up her seat on a bus in Montgomery, AL.

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How Attacked	
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POLICE REPORT

- Dec. 5, 1955: Rosa Parks is convicted and fined in Montgomery city court. A one-day boycott of city buses results in about 90 percent of normal black ridership staying off buses. The Montgomery Improvement Association (MIA) is formed by black leaders, who elect the Rev. Martin Luther King Jr. president. Several thousand black citizens attend the first MIA mass meeting at Holt Street Baptist Church, where they overwhelmingly support continuing the bus boycott.
- Dec. 8, 1955: The first negotiations between MIA leaders and city and bus company officials deadlock over a proposal by MIA spokesmen for a bus seating policy that is Rosa Parks Study Guide 7

more fair to blacks but still segregated. The MIA issues formal list of demands: courteous treatment by bus operators; first-come, first-served seating for all, with blacks seating from the rear and whites from the front; and black bus operators on predominately black routes.

- Dec. 13, 1955: The MIA begins to operate a car pool system. In time, the system grew to more than 200 private automobiles and station wagons, many of which were operated by black churches.
- Dec. 16, 1955: The vice president of the parent company of the Montgomery bus system meets with city and local bus officials and with MIA leaders. The mayor forms a biracial committee, supposedly to negotiate a compromise.
- **Dec. 19, 1955:** The biracial committee meets but cannot agree on a compromise proposal. While never disbanded, there is no record of the committee meeting again.



ROSA PARKS FINGER PRINTS

- Jan. 9, 1956: MIA leaders meet with city commissioners, but neither group modifies its position.
- Jan. 23, 1956: Mayor W. A. Gayle announces a tougher policy on the bus boycott, including no further negotiations with the MIA.
- Feb. 21, 1956: City officials obtained injunctions against the Montgomery Bus Boycott and indicted over 80 boycott leaders under a 1921 law prohibiting conspiracies that interfered with lawful business.



- May 11, 1956: A Montgomery federal court holds a hearing on the Browder v. Gayle lawsuit challenging bus segregation law. Claudette Colvin, Mary Louise Smith and two other plaintiffs testify before circuit judge Richard T. Rives and district judges Frank M. Johnson Jr. and Seybourn H. Lynne.
- June 5, 1956: Federal judges Rives and Johnson rule the city and state bus segregation laws are unconstitutional. Lynne dissents.

- June 19, 1956: Federal judges in Montgomery issue an injunction against segregation on Montgomery buses, but suspend its enforcement pending an appeal to the U.S. Supreme Court.
- Nov. 13, 1956: With no dissent, the U.S. Supreme Court upholds the Montgomery federal court's *Browder v. Gayle* decision striking down Alabama's bus segregation laws.
- Nov. 14, 1956: Those attending an MIA mass meeting unanimously vote to end the bus boycott when the U.S. Supreme Court decision is implemented.
- Dec. 17, 1956: The U.S. Supreme Court rejects the Montgomery City Commission's appeal of the Browder v. Gayle decision.
- Dec. 20, 1956: The Supreme Court's Browder ruling takes effect. Those attending mass meetings of the MIA again vote to end the bus boycott.
- Dec. 21, 1956: Black citizens desegregate Montgomery buses after the 13-month boycott. The bus company resumes full service.



VOCABULARY RELATED TERMS

VOCABULARY/RELATED TERMS

- 1. Segregation
- 2. Boycott
- 3. Activist
- 4. Advocate
- 5. Civil Rights Movement
- 6. Injustice
- 7. U.S. Supreme Court
- 8. Plessy v. Ferguson
- 9. Brown v. Board of Education
- 10. Browder v. Gayle
- 11. Montgomery Improvement Association
- 12. Montgomery Bus Boycott
- 13. Harass
- 14. Prosecute
- 15. Fear
- 16. Intimidation
- 17. Pride
- 18. NAACP



Activity 1: Role Play: Taking A Stand

On December 1, 1955, by refusing to give up her seat on the bus, Rosa Parks was taking a stand against the injustice of racial segregation in public transportation. In this exercise, students will have the opportunity to re-enact that day on the bus, as well as other following events. The students will take on the roles listed below, however, in their roles they must portray how their character could have taken a stand, instead of continuing on in the tradition of injustice.

Instructions:

1. Break students into groups.

2. Assign each student a character:

Bus driver	Police Officer	Politician
White passenger	Black passenger	Mixed Race passenger

(Be creative and make up some of your own characters as well)

3. Set the scene: It is Dec. 1, 1955 and the end of a long work day. Passengers of all races, educational backgrounds, and career paths load a bus, exhausted and ready to make it to their respective destinations. Passengers load the bus at each stop until the bus is full. The bus continues along and makes another stop. A white man enters the bus looking for a seat. He stops beside a black woman who is seated in the "colored section" of the bus and demands that she give up her seat so that he may sit. What happens next?

4. Allow the students a specified amount of time to work together within their groups to develop a short script for their characters as they recount what happened on Dec. 1, 1955. Remember, their character must tell their story as if they took a stand, instead of allowing the injustice to continue. Encourage the students to think critically and include explanations of what they did to take a stand and why they chose to take a stand. Encourage them to use the background information about the time period and other civil rights cases as resources to contribute to their stories.

5. When finished, have each group share their stories.

Activity 2: What If...

Instructions:

1. Have students imagine what could have happened if...

- Rosa Parks had given up her seat.
- The Supreme Court hadn't ruled that segregation laws were unconstitutional.
- Civil rights leaders had launched a violent protest.

2. Conduct an open discussion OR have the students write their opinions, thoughts, etc. in an essay.



DISCUSSION QUESTIONS

1. In 1955, why was pride a dangerous thing for blacks to have?

2. What role did fear play in preventing blacks from speaking out about the unfair conditions in which they were treated?

3. Have you ever been punished for doing something that you thought was right? Give an example.

4. Would you break the law for something in which you strongly believed? Give an example. Are people ever justified in breaking the law?

Challenging Traditions

Tradition (noun): a specific practice of long standing; an inherited pattern of thought or action.

1. A lot of rituals, rules and procedures are carried out on the basis of tradition. What are some traditions carried out by Americans? What are some of your own traditions carried out by your family and/or friends?

2. Very rarely are traditions challenged; many people continue traditions because, as they claim, "This is the way things have always been." Describe a situation in which you fought to change the "way things have always been".

The Montgomery Bus Boycott

1. How long did the Montgomery Bus Boycott last? What were the goals of the boycott? Why was it so successful?

2. Did the citizens of Montgomery see the issue as simply seating arrangements on a bus or something larger?

3. Why were citizens of Montgomery willing to walk for miles each day, risk their jobs and personal safety to support the boycott?

4. In general, is a boycott an effective strategy? Why or why not?

5. How can everyday people organize to transform a community?



RESOURCES

http://teacher.scholastic.com/activities/bhistory/

www.history-timelines.org.uk/people-timelines/29-rosa-parks-timeline.htm

http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc montgomery bus boycott 1955 1956/

http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_parks_rosa_1913_2005/

http://encyclopediaofalabama.org/face/Article.jsp?id=h-1248

www.montgomeryboycott.com/frontpage.htm

www.scholastic.com/teachers/lesson-plan/rosa-parks-how-i-fought-civil-rights-teachers-guide

www.Rosa ParksFacts.com

- ALABAMA JOURNAL FIV S. S. PHT. COURT - MINOLE CHIT. - ALAS TO THE MONTGOMERY PUBLIC: We, the Negro citizens of Montgomery, feel that the public has a right to know our complaints and grievances which have resulted in the protest against the Montgomery City Lines and our refusal to ride city busses. We, therefore, set forth here some of the many bitter experiences of our people, who have, at various times, been pushed around, embarrassed, threatened, intimidated and abused in a manner that has caused the meekest to rise in resentment: COMPLAINTS: 1. Courtesy: The use of abasive linequipt, same calling and threats have been the common practices uniong many of the bas operation. We are undered to move thom such to standing space under the threat of award, or other serious consequences. No regard the set or age is considered in searching this authority by the bas operation. 2. Seating: The loc centrities have not been for in this respect. Negrets, edd, printig, new nod sources methods with blacks in this new high additional program downing, many interfactored balance of the local states are to taken divident. If the local is consider. On these serving productionerly happy sectores down and and an out remains categories and an output to the local Additional and the local Additional the local Additional the local states and the set forth states much remains categories and states and the local Additional the local Additional the local Additional the local Additional the local addition of the local states and the local addition of the local Additional the local and all three the local states for the local states and the local states and local states for the local states for the local states and local states an 3. Arrests: grown -keated is following parame have been among and consided, officially line war-policy given on the the box company. They are Claudent Colvin, Alterna Min, Soa, Pakis, Among others arrested at other times are Min. Viola official, the children free New Jeney, and a Min. Books, who was killed 4. Two Fares: is needed to per an additional face if the bas to be promy to taxes, a but going to Countails or other datant points. Some of these have etuming from work similar incidents have occurred necessiteting the pay-5. Making Change: nd that correct counters the Several bas operations will far not having the an IS NOT DONE represent, but there are times that such sike change for passengers and threatened one occasion a fellow-passenger paid the 5. Passing Up In many in the bid. It same to dances the but operative have presed in examiners standing as the error to local of here also collected form of the front door and, after conversely Negro-per-letter from the back door, they have down of here of the standard Passengers: 7. Physical Torture: opened her parties with these needs utilities to her any, put there on the toper sair whose are plette for her fait. The divert sedend her to take the children from the sair, priving has the abareas or pletter the oblight advance, herped the which thereas S. Acknowledgement: Nor all operators are guilty of these acculations. There are some who are not control and tolerant. They will go to the estern of their authority to see that justice and fair play prevail. To those we are generated and somethies: Adjudication : 9. Every effort has been used to get the bus esempany Time and time again complaints have been registered mission and the manager of the bus company. Commit realt, Protects have been filed with the major, but no of with the bus company, the Cardina complains, of with the bus company, the Card Com-trees of both seves have conferred but to no impotement has been made. ٦. The relation have been table with the analysis, but no implementation has been made. In Narch we have did a conference with the alrangest of the Allandgement Coly. Lines and made a ways models requests 10 MeV the bas company attorney meet with nor attorney and give an inter-mentation of the second to the second sec

