

TEACHING AMERICAN HISTORY PROJECT

Title: MONTGOMERY BUS BOYCOTT from Morgan Perry

Grade: 7-12

Length of class period: 80 min (can be divided into a few short classes)

Inquiry: The essential question students will be addressing is: What challenges did the participants in the Montgomery bus boycott face and what were their objectives for the boycott?

Objectives:

1. Identify the policy of segregation on the buses and in the daily life that existed in Alabama.
2. Define the legal idea of being "separate but equal."
3. Understand the goals and non-violent approach of Dr. King the Boycott.

Materials:

Document 1-Code of the City of Montgomery, Alabama. Charlottesville: Michie City Publishing Co., 1952. Alabama Department of Archives and History, Montgomery, Alabama

Document 2-Negroes' Most Urgent Needs

Inez Jessie Baskin Papers, Alabama Department of Archives and History, Montgomery, Alabama.

Document 3-Intergraded Bus Suggestions

Inez Jessie Baskin Papers, Alabama Department of Archives and History, Montgomery, Alabama.

Activities: (please add supplemental information throughout the analyzing of these primary sources about the Boycott)

- Read Document 1, Sec. 10 - 11 aloud. Have the class discuss city laws and Mrs. Parks' arrest on December 1, 1955.
(According to police reports from the time period, Rosa Parks was charged with violating Sec. 11.)
- Allow the students to read Document 2. After having read Document 2 tell the students that these items were presented to the Montgomery City Council in 1955 prior to the Montgomery Bus Boycott. Have the students summarize and react to the needs that are outlined in the sources.
- Allow the students to read Document 3 then discuss with the students their opinions concerning the suggestions. Point out the pattern of nonviolence that Dr. King used as a

part of the Civil Rights Movement. Why was nonviolence an important issue to Dr. King? Explore the risks that the people involved in the Boycott took by participating.

Assessment: Have the students write a five paragraph essay explaining whether they would have been a part of the Montgomery Bus Boycott if they were living in Alabama in 1955. Have the students' think about the risks and rewards of the boycott. How long would they be willing to walk miles to work, etc.?

Connecticut Framework Performance Standards:

1. Use primary source documents to analyze multiple perspectives.
2. Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts;
3. Analyze historical and contemporary conflicts through the respective roles of local, state and national governments.
4. Describe and analyze, using historical data and understandings, the options, which are available to parties involved in contemporary conflicts or decision-making.
5. Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past.

*Citation: ADAH; Alabama Department of Archives and History (Teaching Resource)