

National Geographic Kids Readers: Rosa Parks

Notes for teachers: using this book in the classroom

Reading objectives: draw on what is already known or on background information and vocabulary provided by the teacher; make inferences on the basis of what is being said and done; answer and ask questions

Spoken language objectives: ask relevant questions to extend their understanding and knowledge; articulate and justify answers, arguments and opinions

Curriculum links: History: significant individuals; Writing: composition; PSHE: diversity and rights

Interest words: segregation, civil rights, inspire, protest, boycott, peaceful

Resources: internet, paper, pencils

Children who are reading at Purple and Gold book bands should be able to read longer and more complex sentences and tackle more challenging and less familiar vocabulary with increasing independence. They may still need support from adults to help maintain fluency and to develop understanding as ideas become more complex, and more inference and deduction is required. Guided and Independent reading opportunities can be used to develop these skills.

Language

- The language used in the main text should be familiar to children reading at this level and may be read independently, but children may need help with the following:
 - reading the new vocabulary related to civil rights.
- Children will need help to understand the context of Alabama in the USA in the 1920s for Rosa Parks' story to make sense. Talk about this, using the pictures to help.
- Children may need help using the organisational devices, e.g. the contents list, to find information to answer the quiz.
- Children will find the picture glossary helpful to develop their understanding of the meaning of key words.
- Children will enjoy reading Rosa Parks' own words and should spend time discussing what her words mean, and how she may have felt as she said them.
- The text offers the opportunity to develop children's abilities to make associations and inferences.

Images

- Look at the images of Rosa Parks on the front cover and title page. Challenge children to describe her using powerful adjectives, e.g. proud, elegant.
- Look carefully at the pictures on pp4–5 to see the evidence of segregation, e.g. separate entrances for white people and black people. Check that children understand what this means.
- Look at the images of the people protesting on pp22–23 and in the glossary. Discuss what a protest is, and what the children can see happening.

Activities

- Look at the glossary together and discuss the important ideas included: *segregation, civil rights, protest, boycott*.
- Turn to p30. Challenge children to work with a partner to complete the quiz. Model how to use the contents list to locate the answers efficiently.
- Ask children to interview each other in role as Rosa Parks to discuss the incident on the bus and develop understanding of her feelings further. In role as Rosa Parks, write a letter to recount the incident.
- Discuss how the classroom is made into a fair place to learn. Listen to children's ideas about how to make the classroom fair for everyone.

Questions

- What does segregation mean?
- How did Rosa Parks change things for black people in the USA?
- Where was Rosa Parks born?
- How were Rosa Parks' grandparents treated?
- How do you feel if you are not allowed to do something, but your friend is allowed? How does this relate to Rosa Parks' story?