

## Lesson Plan - Rosa Parks, the Social Innovator

Part 1  
approximately 45 minutes

This lesson plan is appropriate for grades 6-12 with adaptations as needed. It supports Common Core State Standards (ELA), Michigan and National Standards in Social Studies, as well as 21st-Century Skills. For PDF of grade level curriculum connections, [click here](#).

Step	Approach	Activity	Duration
A	Overarching Questions of the Day	Post these questions of the day for consideration: What is innovation? What is social innovation?	2 Minutes
B	Small Group Activity	Assemble students in cooperative groups of 4 or 5. Have students discuss and define innovation and social innovation in their own words. Encourage them to think about two social innovators (historic or current day).	5 Minutes
C	Group Discussion	One student from each small group shares the group definition of innovation and social innovation and names of social innovators and their causes.	8 Minutes
D	Definition	Teacher shares the clear definition of innovation and social innovation. <p>→ <b>Innovation</b> is a (radically) new way of doing things to achieve a better result. Innovation can be about a product, process or idea.</p> <p>→ <b>Social innovation</b> is an idea or way of doing things that can change how people think about themselves and their place in the larger society. Social innovations tend to have a civic or social purpose and change people's thinking, attitudes and behaviors. Leaders who bring about social innovation help others question the current way of doing things and can inspire them to take action.</p>	2 Minutes
E	Reflective Reading	Who was Rosa Parks and how was she a social innovator? Students read about Rosa Parks and social innovation. <a href="http://www.oninnovation.com/innovators/detail.aspx?innovator=Parks">http://www.oninnovation.com/innovators/detail.aspx?innovator=Parks</a>  Students go over the Rosa Parks complete chronology to learn about the important events in the American civil rights movement that started from Rosa Parks' singular courageous act. <a href="http://www.thehenryford.org/exhibits/rosaparks/chronoprint.asp">http://www.thehenryford.org/exhibits/rosaparks/chronoprint.asp</a>	15 Minutes
F	Focused Listening	Watch the following video to learn about how segregated buses worked. <a href="http://www.oninnovation.com/videos/detail.aspx?video=2225">http://www.oninnovation.com/videos/detail.aspx?video=2225</a>	3 Minutes
G	Critical Thinking	<b>Students use Part 1 Activity Sheet</b> Students write down their own definition of social innovation from the readings and class discussion. Students read the excerpt <i>The Curt Flood Story</i> , then match some of the past and present social innovators with their causes.	10 Minutes

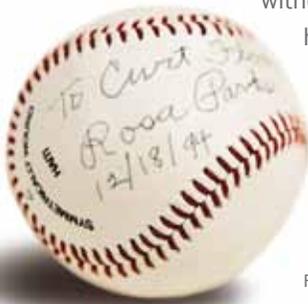
## Lesson Plan - Rosa Parks, the Social Innovator

## Part 1 Activity Sheet

Write down your own definition of social innovation from your readings and class discussion:

### The Curt Flood Story

Curt Flood was among the first generation of African Americans to play in Major League Baseball. He was an All-Star for the St. Louis Cardinals. Flood was inspired by Rosa Parks to become a civil rights activist and take a stand for what he believed. In the 1970s, Flood sued Major League Baseball for allowing the Cardinals to trade him without his permission. Flood did not believe players should be treated like property, and his actions helped change the game of baseball forever. Today, Major League Baseball allows players the freedom to choose where they play. Flood, like Rosa Parks, suffered because of his choice to stand up. He never played baseball again, he lost many friends and he even left the country! When Flood came back to the United States, he was able to put his life back together and even got to meet his hero, Rosa Parks, who signed a baseball.



From the collections of The Henry Ford.

### Match these past and present social innovators with their causes.

Do some online research if you are not familiar with some of these people and their contributions.

#### Innovator

1. Rosa Parks
2. Mother Teresa
3. Eleanor Roosevelt
4. Mohandas Gandhi
5. Nelson Mandela
6. Will Allen
7. Jackie Robinson
8. Susan B. Anthony
9. Thomas Paine
10. Mitchell Baker

#### Cause

- A. Nonviolent protest and independence for India
- B. Ending racial segregation in professional baseball
- C. Urban farming and sustainable food production
- D. Government representation for ordinary people
- E. Civil rights in the United States
- F. Help for working women
- G. Choice on the Internet by offering alternatives
- H. Ending segregation in South Africa
- I. Help for the poor and sick
- J. Women's right to vote



Gandhi gave this charkha, a portable spinning wheel, to Henry Ford in April 1942. From the collections of The Henry Ford.

## Lesson Plan - The Rosa Parks Bus, an Icon of Social Innovation and Inspiration

Part 2  
approximately 45 minutes

This lesson plan is appropriate for grades 6-12 with adaptations as needed. It supports Common Core State Standards (ELA), Michigan and National Standards in Social Studies, as well as 21st-Century Skills. For PDF of grade level curriculum connections, [click here](#).

Step	Approach	Activity	Duration
A	Overarching Questions of the Day	Post these questions of the day for consideration: What is an artifact? Why are artifacts important? Students discuss and share their definition of an artifact and why artifacts are important.	5 Minutes
B	Reflective Reading	<i>The Rosa Parks Bus: An Iconic Artifact of Social Innovation</i>  Students read about the role the bus played in history and how it was acquired and restored by The Henry Ford to inspire future generations. <a href="http://www.thehenryford.org/exhibits/rosaparks/story.asp">http://www.thehenryford.org/exhibits/rosaparks/story.asp</a> <a href="http://www.thehenryford.org/exhibits/rosaparks/restoration.asp">http://www.thehenryford.org/exhibits/rosaparks/restoration.asp</a>	15 Minutes
C	Critical Thinking	<b>Students use Part 2 Activity Sheet (Section A)</b> Students look at the image of President Barack Obama sitting on the Rosa Parks Bus in the museum, reflect on his quote and write down their own thoughts.	10 Minutes
D	Call to Action	<b>Students use Part 2 Activity Sheet (Section B)</b> Students write down their social innovation cause and action plan.	10 Minutes
E	Debriefing	Students write down the cause that they want to take a stand on, on a single flip chart to share with the entire class.  	5 Minutes

Homework or  
Extra Credit Assignment

- Read the article “The Power of 2857,” and write a 500-word reflection paper.  
<http://www.americanheritage.com/content/power-2857>
- Browse these digitized primary sources, and read the description under each. Students write a 1,000-word essay about “American Democracy and Civil Rights, Then and Now” using some of these artifacts to support your writing.  
<http://collections.thehenryford.org/Collection.aspx?collectionID=6460>

# Lesson Plan - The Rosa Parks Bus, an Icon of Social Innovation and Inspiration

## Part 2 Activity Sheet

### Section A



“I just sat in there for a moment and pondered the courage and tenacity that is part of our very recent history but is also part of that long line of folks who sometimes are nameless, oftentimes didn’t make the history books, but who constantly insisted on their dignity, their share of the American dream.”

President Barack Obama,  
April 18, 2012,  
Henry Ford Museum,  
Dearborn, Michigan

**Reflect on this quote** by President Obama, and write down a few sentences about how you think ordinary people can accomplish extraordinary things.

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### Section B

**Call to action!** Think critically about some of the social or civic issues you or your family and friends are facing and that you want to take a stand on. Then write a few of your thoughts below.

If you could choose a social issue to take a stand on today, what would it be? Why?

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.....

Write a five-step action plan to achieve your goal.

1. ....
2. ....
3. ....
4. ....
5. ....