

Author: Nikki Giovanni

Rosa

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Publisher: Henry Hold and Company, LLC



About the Author:

Nikki Giovanni

Nikki Giovanni was born on June 7, 1943 in Knoxville, Tennessee under her birth name, Yolande Cornelia Giovanni, Jr. She was raised in Cincinnati, Ohio where she left high school as a junior in order to attend Fisk University, a historically black institution. As an undergraduate, she became increasingly involved in politics surrounding race as well as art. She involved herself with the Black Arts Movement and in 1964 led the organizing of the influential civil rights organization, the Student Nonviolent Coordinating Committee . As she became more active in the struggle surrounding race in the sixties she edited a student literary journal. During this time, Giovanni began to emerge as a revolutionary Black Rights poet.

Official Website:

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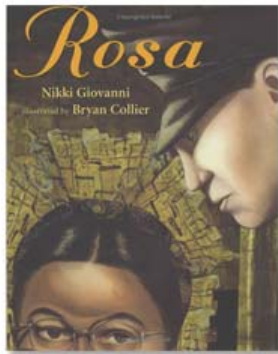
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Author of books:

Black Feeling, Black Talk (1968, poetry)
Black Judgement (1968, poetry)
Re: Creation (1970, poetry)
Spin a Soft Black Song (1971, poetry, juvenile)
Gemini (1971, memoir)
Ego-Tripping (1973, poetry, juvenile)
Vacation Time (1980, poetry, juvenile)
Those Who Ride the Night Winds (1983)
Sacred Cows... and Other Edibles (1988, essays)
Selected Poems of Nikki Giovanni (1996, poetry)
The Genie in the Jar (1996, juvenile)
The Sun Is So Quiet (1996, juvenile)
Shimmy Shimmy Shimmy Like My Sister Kate: Looking at the Harlem Renaissance Through Poems (1996)
Love Poems (1997, poetry)
Nikki in Philadelphia (1997)
Quilting the Black-Eyed Pea: Poems and Not Quite Poems (2002, poetry)
The Nikki Giovanni Poetry Collection (2002, poetry)

**Awards received for the *Rosa*****2006**

Kappa Omicron Chapter of Delta Sigma Theta Sorority, Inc., Certificate of Appreciation. 18 Jan. 2006.
University of Virginia Women's Center, HUES Leadership Network for Women of Color Award. 18 Mar. 2006.
Theta Mu Chapter of Delta Sigma Theta Sorority, Inc., Certificate of Appreciation. 26 Jan. 2006.
Delta Sigma Theta Sorority, Inc., Texas A & M University – Commerce, Certificate of Appreciation. Spring 2006.
Oppenheim Toy Portfolio Best Book Award for *Rosa*. 2006.
Rosa named Child Magazine's Best Children's Book of the Year, Oct. 2005.
Rosa selected as the Anchor Book for Celebrate with Books. Cleveland Public Library.
Rosa is #3 on New York Times bestseller list. 12 Feb. 2006.
Rosa named a Caldecott Honor Book.
Rosa receives the Coretta Scott King Award for Illustration.

Additional Honors and Awards:

Jenn Duncan owner of Stepping Stones Child Development Center, Fishers IN
steppingstonescdcinc@yahoo.com

Giovanni's honors and awards have been steady and plentiful throughout her career. The recipient of twenty-five honorary degrees, she has been named Woman of the Year by Mademoiselle Magazine, The Ladies Home Journal, and Ebony Magazine. She was tapped for the Ohio Women's Hall of Fame and named an Outstanding Woman of Tennessee. Giovanni has also received Governor's Awards from both Tennessee and Virginia. She was the first recipient of the Rosa L. Parks Woman of Courage Award, and she has also been awarded the Langston Hughes Medal for poetry. She is an honorary member of Delta Sigma Theta Sorority and has received Life Membership and Scroll from The National Council of Negro Women. A member of PEN, she was honored for her life and career by The History Makers. She has received the keys to more than two dozen cities. A scientist who admires her work even named a new species of bat he discovered for her!

Children's books written by Nikki Giovanni



Annotation:

It's easy to see why this book won both the Coretta Scott King Award and a Caldecott Honor; the pictures are spectacular. They show Mrs. Parks as she was, not an old lady too tired to get up, but a strong young woman tired of oppression and segregation. Realistic people are set against slightly abstract backgrounds, with skewed perspectives and the textures of collage. The pictures radiate heat, light, and power as Collier, the author intended. The text is less successful. Though the book is aimed at 4 (read aloud) to 8 (read alone) year olds, some of the text will go over their heads, and too many things are unexplained. What is the NAACP? What happened to Mrs. Parks after she was arrested? She virtually disappears from the book half way through and as a matter of fact, her actual arrest is never mentioned. Various news events, such as the lynching of Emmet Till and freeing of his killers, are mentioned but not explained. An author's note explaining the events mentioned would have been

welcome. Though these events can be used as openings for parents to discuss them in more detail with their kids, the book on its own may be confusing. Still, with follow up by an adult, this is a beautifully illustrated introduction to a historical Civil rights event.

Summary:

Traveling home from work on a segregated city bus in Montgomery, Alabama, African-American Rosa Parks is ordered by the bus driver to give up her seat to a white passenger. Sitting in the neutral section between the white and black sections of the bus, Mrs. Parks refuses to get up. The driver calls the police, and Mrs. Parks is arrested. When word spreads about her act of defiance, other community leaders get together to organize a boycott of the buses until the segregation is ended. Inspired by Dr. Martin Luther King, Jr., for almost a year blacks in Montgomery refuse to ride the buses, until finally they achieve their goal of civil rights and segregation is deemed illegal that separate is not equal.

Genre: Historical Fiction

Point of View: Third Person

Theme: Civil rights, Personal Strength & Bravery, African American Women, Segregation in Transportation, 20th Century History

My interpretation of the Title is that of a strong American icon who made history by standing up for what she believed. One word, so powerful, we know who the story is about “Rosa”.

Conflict: External Conflict; Inequalities and Segregation of African Americans in 1950’s

Conflict Resolution: Civil rights movement allowed room for hard fought change in the South.

Characters: Rosa Parks 43 years old, small framed black woman, strong social activist

James Blake, Bus Driver, mid 30’s, white male who supported segregation

Martin Luther King Jr., mid 50’s black male, pivotal southern civil rights activist.

Dr. Robinson, a professor at Alabama State and President of Women’s Political Council in Montgomery.

Setting: Montgomery and Selma, Alabama 1955

Reading Level: This book is aimed towards 4 (read aloud) to 8 year olds (read alone)

Book Talk:

Rosa Parks, an American Historical Civil Rights icon, is captured in this beautifully illustrated book. After a long day at work, she boards the public city bus and the bus driver threatens "I'm going to call the police!" "Do what you must," Mrs. Parks quietly replied. She was not frightened. She was not going to give in to that which was wrong." Did Rosa do something wrong? Did she harm another person? What would anger a community so?

Story Discussion Questions:

Pre-Reading:

1. What is oppression?
2. What is segregation? How does it differ from oppression?
3. Who is Rosa Parks?
4. Why do you think the bus driver on the cover looks angry?
5. What is a boycott?

During Reading:

1. Why was Rosa Parks "tired"?
2. Why was she asked to give up her bus seat?
3. What do you think will happen if she refuses to move?
4. Why do all the African Americans feel upset by this situation?
5. How do you think Rosa was feeling during the bus boycott?

Post Reading:

1. How would you have responded when asked to give up your seat?
2. Do you think Rosa Parks did the right thing?
3. Why were African American people treated differently than white people?
4. Do you feel that people are still treated differently based on the color of their skin?

Language:

1. Alterations: (pg 3) to hem and sew clothing.
2. Seamstress: (pg 3) a person who hems or sews clothing
3. Supervisor: (pg 6) a manager or boss at work
4. Anticipation: (pg 6) being excited about something
5. Custom: (pg 6) a routine
6. Reserved: (pg 7) sectioned off; just for certain people
7. Pleasantries: (pg 7) hellos and good byes often spoke among strangers
8. Bellowed: (pg 10) yelled loudly
9. Arrested: (pg 11) taken to jail by police officers for doing something wrong
10. Recited: (pg 13) repeated
11. Inherently unequal: (pg 13) not fair
12. Furtively: (pg 17) actively and quickly
13. Designated: (pg 17) just for a certain type of people
14. Trespassing: (19) Being somewhere private without permission
15. Disgust: (pg 19) upsetting
16. Rains of fear: (pg 19) something to be afraid of
17. Viciously: (pg 21) horribly
18. Lynched: (pg 21) hung by a rope around the neck
19. Injustice: (pg 22) something completely unfair
20. Intoned: (pg 22) declared
21. Nonviolent: (pg 25) not hurtful to others or dangerous
22. Segregation: (pg 27) separation of people or items
23. Integrity: (pg 28) Honesty
24. Dignity: (pg 28) Honor

Indiana Standards met by novel content:

Grade Level	1. Language Arts	2. Social Studies
Kindergarten	K.1.20, K.1.22, K.2.1, K.2.1., K.2.2, K.2.3, K.1.22, K.3.1, K.3.2, K.3.3, K.3.5, K.7.1., K.7.2., K.7.3.,	K.1.1, K.1.2, K.1.3, K.2.1, K.2.2., K.2.4.
First Grade	1.1.4, 1.1.5, 1.1.6, 1.1.8, 1.1.9, 1.1.12, 1.1.13, 1.1.14, 1.4.1, 1.5.2, 1.6.1, 1.6.3, 1.6.7, 1.7.4, 1.7.7	1.1.1, 1.1.2, 1.1.4, 1.1.3, 1.1.5, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6
Second Grade	2.2.5, 2.2.6, 2.2.8, 2.2.9, 2.2.10, 2.3.1, 2.3.2, 2.3.3, 2.3.5, 2.3.7	2.2.1, 2.2.2, 2.1.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7
Third Grade	3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.8, 3.3.1, 3.3.4, 3.3.8, 3.2.1, 3.2.4, 3.2.6, 3.4.2, 3.4.6, 3.7.5, 3.7.14	3.1.3., 3.1.2, 3.1.3, 3.2.7, 3.1.8, 3.2.8

Anticipation Statements:

Directions: Please respond either T for True or F for false to the statements below

Statement	Pre Reading	Post Reading
Segregation is fair		
Treating people different because of physical differences is right		
Nonviolent demonstrations are a good idea when trying to stand up for what you believe in		
Everybody can make a difference in the world		

Read Alikes: (Please see publisher attachment 2)

Across the Curriculum Connections:

1. Language Arts:

- a. Draw a picture (K) or write (1-3) a persuasive letter to the bus company explaining the unfair their rules of transportation in 1955.

Standards met by the above activity

Kindergarten	First Grade	Second Grade	Third Grade

K.4.3, K.4.4, K.4.5, K.4.6, K.4.7, K.4.8, K.5.1, K.6.2	1.4.1, 1.4.3, 1.4.4, 1.4.5, 1.4.6, 1.5.4, 1.5.5, 1.6.2	2.4.1, 2.4.2, 2.4.4, 2.4.6, 2.5.6, 2.5.8	3.4.1, 3.4.2, 3.4.3, 3.4.6, 3.4.8, 3.4.8, 3.5.5, 3.5.6, 3.5.8
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2. Creative Dramatics:

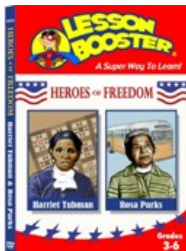
- a. Recreate a section of the book, Rosa with a partner. Using charades (K) or writing a skit (1-3), present it to the class.

Standards met by the above activity

Kindergarten	First Grade	Second Grade	Third Grade
K.1.22, K.3.1, K.3.2, K.3.3, K.3.5	1.4.1, 1.4.3, 1.5.1, 1.5.2, 1.5.4, 1.5.5	2.4.1, 2.4.2, 2.4.6, 2.4.8, 2.5.1, 2.5.2, 2.5.4, 2.5.5, 2.5.6	3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.6, 3.3.8

Resources:

Children's Educational DVD



Heroes of Freedom DVD: Black History Education for Children

Children's song about Rosa's bravery and courage: (Lyrics)

Standing up for her rights, just by sitting down." I believe that like attracts like. I prefer to see a peaceful solution. To the best of my understanding, I cannot teach a child not to hit, by hitting them.

Rosa was a little tired after work in December

she hoped on the bus, a ride to remember

paid in the front, and boarded in the back

Rosa got herself a seat, but the bus was packed

a man thought he had more right than her to the seat that she sat in

she was a little tired from workin' and very tired of being judged, by the color of her skin

Rosa wouldn't get up, so they threw her in the slammer
this happened a lot down in Montgomery, Alabama
but she was well known in the African American Community
used to work for the President of the NAACP
Dr. Martin Luther King Jr. was the pastor of a local church
called a meeting and said, the only way to fight is for no one, to ride the bus to work

She believed that "Quiet Strength" was the "Pathway to Freedom"
it took a year for the Supreme Court to agree with her
segregation on transportation is unconstitutional
In the land of the free, separate can't be equal
Mother of the Civil Rights Movement
she wears the crown
standing up for her rights just by sitting down

Rosa Parks can't you see you changed history
as a nation we are grateful for eternity
like a rose your lesson grows more and more each day
the bus you rode has miles to go but we are on our way to be free

one woman holding a candle in the dark
and her name was Rosa Parks

Website to play this song: <http://www.andyglockenspiel.com/music-21.html>

Book Activities: (Attached as a Publisher Document)

Directions: This is to be a pairs assignment. Please work with your assigned partner to complete the Activities listed below.

A. Introduction:

Teacher will read, The Story of Rosa Parks, to the class. The teacher will then lead a discussion. The teacher will do so by asking the children if they have ever stood up for something that they

felt was right. Talk about how they felt, and how they think that they would have reacted if they were in Rosa's place.

Tribute to Rosa Parks:

Teacher will explain to the students that we have discussed some very important historical events. We have focused our class discussions on Rosa Parks and her contributions to our society. Give each student a piece of paper with the words, "A Tribute to Rosa Parks" on the top of it. The student will then use their creativity in writing a tribute to Rosa Parks, as if they were writing a speech in her behalf. Students will be allowed to do additional research if they wish. When the students have finished the letters and/or tributes to Rosa Parks compile them into a classroom book entitled, "Mother of the Civil Rights Movement." Teacher may also decide to have the students enter the tributes and/or letters onto the World Wide Web. (This may depend on the classes previous technology training and abilities.)

Indiana Standards Meet by Assignment One:

Grade Level	1. Language Arts
Kindergarten	K.1.20, K.1.22, K.2.1, K.2.1., K.2.2, K.2.3, K.1.22, K.3.1, K.3.2, K.3.3, K.3.5, K.7.1., K.7.2., K.7.3.,
First Grade	1.1.4, 1.1.5, 1.1.6, 1.1.8, 1.1.9, 1.1.12, 1.1.13, 1.1.14, 1.4.1, 1.5.2, 1.6.1, 1.6.3, 1.6.7, 1.7.4, 1.7.7
Second Grade	2.2.5, 2.2.6, 2.2.8, 2.2.9, 2.2.10, 2.3.1, 2.3.2, 2.3.3, 2.3.5, 2.3.7
Third Grade	3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.8, 3.3.1, 3.3.4, 3.3.8, 3.2.1, 3.2.4, 3.2.6, 3.4.2, 3.4.6, 3.7.5, 3.7.14

Assessment:

1. Students notes on one relevant item in this period of history will be assessed informally through observation of the children's participation.
2. Students will be assessed informally through observation and class discussions in response to "The Story of Rosa Parks."
3. Students independent research will be assessed formally. These must be relevant to the time period and shared orally.

Second Writing Assignment:

Directions: This project is to be done in groups of 4 students. Please work with your assigned partner to complete the activity listed below.

Writing Integration- Persuasive Writing:

Read the boycott address given by Martin Luther King, Jr. Talk to the students about what type of things you can add to a story to make it relevant to Rosa Park’s experiences. Remind students that all of the black people followed the boycott after this speech was given. Have the students write a paper about something they feel strongly about and explain why.

Indiana Standards Meet by Assignment Two:

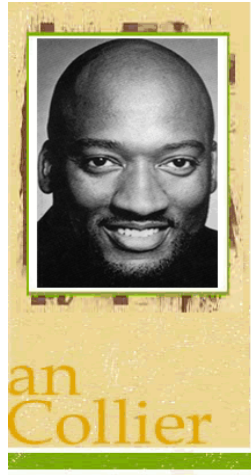
Language Arts:

Grade Level	1. Language Arts
Kindergarten	K.1.20, K.1.22, K.2.1, K.2.1., K.2.2, K.2.3, K.1.22, K.3.1, K.3.2, K.3.3, K.3.5, K.7.1., K.7.2., K.7.3.,
First Grade	1.1.4, 1.1.5, 1.1.6, 1.1.8, 1.1.9, 1.1.12, 1.1.13, 1.1.14, 1.4.1, 1.5.2, 1.6.1, 1.6.3, 1.6.7, 1.7.4, 1.7.7
Second Grade	2.2.5, 2.2.6, 2.2.8, 2.2.9, 2.2.10, 2.3.1, 2.3.2, 2.3.3, 2.3.5, 2.3.7
Third Grade	3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.8, 3.3.1, 3.3.4, 3.3.8, 3.2.1, 3.2.4, 3.2.6, 3.4.2, 3.4.6, 3.7.5, 3.7.14

Assessment:

1. Contributions to class discussions related to group work will be assessed informally through observation.
2. Persuasive papers written by the students to demonstrate keys of persuasive writing assessed formally.

Illustrator Bibliography:



Illustrator: Bryan Collier

Bryan Collier grew up in Pocomoke, Maryland, on the lower Eastern Shore of the state, the youngest of six children. His interest in art started early. "At home and at school, I was encouraged to read. I remember the first books with pictures that I read by myself were *The Snow Day* by Ezra Jack Keats and *Harold and the Purple Crayon* by Crockett Johnson. I liked the stories, but I really liked the pictures."

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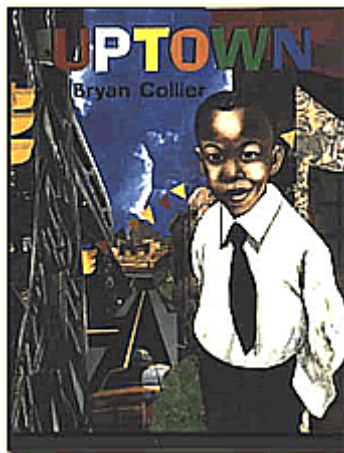
The Illustrations Of Bryan Collier



These Hands, Freedom River, Jump At the Sun, Visiting Langston, Kiss it up to God



Martin's Big Words, I'm Your Child God, The Life of John Lennon, Rosa



It All Began with... UPTOWN

Awards for illustrations in Rosa:

Coretta Scott King Award Winner

Art Medium Used: Watercolor and collage

Suggestions for Helping Children to understand the Medium:

1. Have students cut pictures from magazines and glue onto construction paper in a layered form to create a collage.
2. On top of the collage, allow students to use watercolors in order to explore the changes the water and paint will create on the magazine cut outs.

Reasons for Choosing the Art Medium:

The heat of a summer in Alabama is intense. Collier combined yellows and dark colors to have the reader feel the heat, as you often do before a southern storm. Collier created his paintings of Rosa Parks with an emanating light surrounding her. He felt her spirit was aflame and often light the world of those among her. “To me, she is like a radiant chandelier, an elegant light that illuminates all our many paths”.

Discussion Questions:

Pre-reading

1. How do the colors used in the pictures make you feel?
2. What do you see when you look into Rosa’s eyes? (pg 4)
3. What type of person do you think Rosa is from the pictures? (pg 5)

During reading

1. How do you feel when you look at Rosa? (pg 9)
2. Why do think the illustrator used collage as an art medium?
3. How do the water colors add to the setting of this book?

Post reading

1. Did the illustrator make you feel the heat of Alabama with the use of his colors?
2. Where you able to sense the “light or aurora” that surrounded Rosa throughout the book?

Bibliography:

Websites:

Official website of author Nikki Giovanni

<http://www.nikki-giovanni.com/>

Official website of illustrator Bryan Collier

<http://www.bryancollier.com/>

DVD weblink to Children's Movies for Historical Education: Heroes of Freedom

<http://kidstvmovies.about.com/od/heroesoffreedom/fr/heroesHTRPr.htm>

Children's music website by Andy Glockenspiel

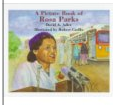
<http://www.andyglockenspiel.com/music-21.html>

Book:

Giovanni, N. (2005). Rosa. Henry Hold and Company. (p 1-25).

Creative Book Activities

ROSA PARKS: "THE MOTHER OF THE CIVIL RIGHTS MOVEMENT"



Please follow the steps below.

1. Read "Rosa" written by Nikki Giovanni
2. Choose another picture book about Rosa Parks
3. Create a graph comparing and contrasting their main ideas and highlight the milestones in her life.
4. Write and illustrate a story about Rose Parks using your own words and drawings.
5. In one paragraph, please explain what you have learned through the course of this assignment.
6. Prepare to present your "New Story" to our class. Please choose one media in which to present, character report (dressed as Rose Parks), pretend personal interview

Author: Patricia A. Pingry Illustrator: Steven Walker

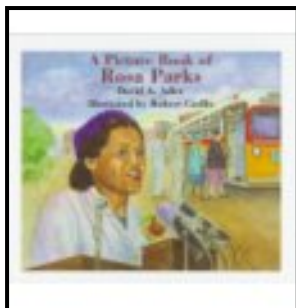
David A. Adler and Robert Casilla

Rosa Parks and Jim Haskins

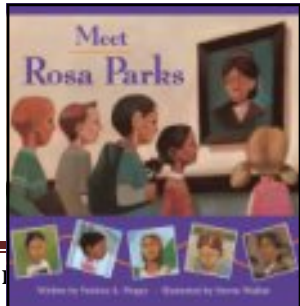
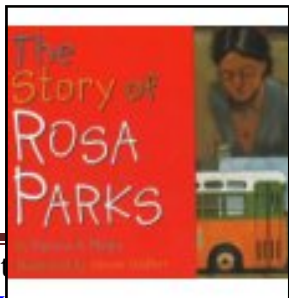
Jenn Duncan Read Alike NR 1 attachment 2



If you loved ROSA, you



Mrs. Rosa



St. Louis Development Center

[yanoo.com](http://www.yanoo.com)