



prime
stage

THEATRE CO



Rosa Parks

and the Montgomery Bus Boycott

Prime Stage Theatre Resource Guide

Prime Stage Theatre's 2023-2024 Season COURAGE AND DISCOVERY Bringing Literature to Life



Hello Educators,

We are looking forward to seeing you soon!

Prime State is proud to present *Rosa Parks and the Montgomery Bus Boycott* as our next production of the season! This production epitomizes courage and discovery! Brave women and men believed in a cause and sacrificed and suffered for that cause. As a result of Rosa Parks' actions and because she had an entire community behind her, hearts, minds, and laws were changed. The Montgomery bus boycott was instrumental in the forward progression for equal rights for Blacks.

All literature produced by Prime Stage is always drawn from middle and secondary reading lists, and themes are in the current Pennsylvania curriculum. *Rosa Parks and the Montgomery Bus Boycott* is directed by Linda Haston and is based on the play written by Sue Greenberg in 2015.

This resource guide is designed to provide historical background and context, classroom activities, and curricular content to help you supplement and enrich your students' experience with the literature and with live theater. I encourage you to use the resources found here in preparation for seeing the show and to augment your lesson plans when you teach this historic event.

We are grateful to you, our public, private, parochial, and homeschool teachers, as well as to the many corporations and foundations that support Prime Stage. We do what we do for you and because of you and all those in support of theatre as a forum for bringing literature to life.

If you have any questions or suggestions regarding this resource guide, please reach out to me. I would love to hear from you. And please, email me and let me know your students' reactions to the play!

Cindy West
PST Education Box Office Manager
Student Matinee Field Trips
studentmat@primestage.com

Follow us on  and 

OUR MISSION STATEMENT

Prime Stage Theatre entertains, inspires, and enriches families, students, educators, and theatregoers through professional theatre by bringing literature to life.

Prime Stage Sprouts will bring literature to life for elementary students and their families, as we inspire their imaginations and foster a love of reading with the joy of live theatre.

WE OFFER OUR SINCERE THANKS TO THE FOLLOWING FOUNDATIONS AND CORPORATIONS WHO SUPPORT OUR EDUCATION OUTREACH PROGRAMS

Allegheny Regional Asset District (RAD)
Dollar General Literacy Foundation
Henry C. Frick Education Fund of the Buhl Foundation
The Grable Foundation
Laurel Foundation
Pennsylvania Council on the Arts
TEPCO Trombold Equipment Company

EDUCATION OUTREACH PROGRAMS

Literacy in ACTion (LACT)
Student Matinees Field Trips
Act 48 Workshops
Educational Resource Guides
Global Classroom Program
High School Drama Awards



OUR LITERACY STATEMENT

We believe that literacy and the theatre can lift people up, inspire opportunities, and present new ways of seeing the world in positive ways. Effective teachers help students connect literature to their own world. Students discover literature, enjoy reading and vicariously "live in" the literature. Talented artists bring stories from the pages to life by providing multi-sensory experiences. Our adaptations of literature and historical figures and programs are selected and produced to meet those goals.

Blending the arts and pedagogy, our arts-integrated educational outreach programs help teachers increase the literacy skills and interests of reluctant and struggling readers in all districts, especially the economically challenged districts. New worlds and new ideas are discovered. Ensuring the experiences are accessible, everyone can connect theatre and literature to their lives and to the communities where they live.

Prime Stage-where literature comes to life.

PRE~Production

Before you see

Rosa Parks and the Montgomery Bus Boycott

Teachers, you may want to provide some facts and a little background about what spurred the boycott. The boycott took place from December 5, 1955, to December 20, 1956, and is regarded as the first large-scale U.S. demonstration against segregation. A group of people, mostly Black organized a boycott in only four days. During this part of the 20th century, busses were often the sole transportation for African Americans. When the Blacks boycotted the bus service, business suffered and eventually laws were changed. The boycott was organized because Rosa Parks, an African American woman, was arrested and fined for refusing to yield her bus seat to a white man.



Photograph of an empty bus during the Montgomery Bus Boycott. (National Archives)

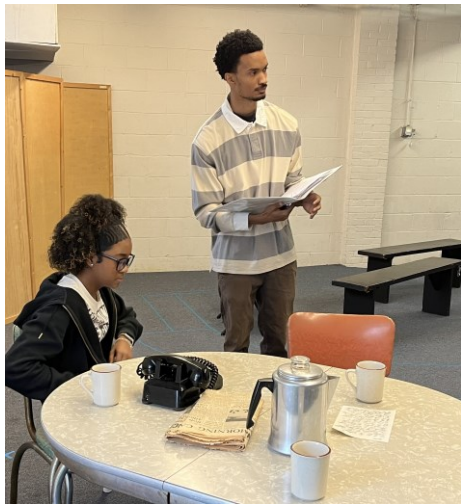


Martin Luther King planning the boycott (Smithsonian Institute)

Bell Ringer Activities! ~ 5 -15 minutes

Use the few minutes before or at the end of class to engage your younger students in a word search. The vocabulary exercise is for students of all ages. The terms are taken from the script, so remind your students to listen for them when they see the production. See pages 5 and 6.

Ideas for the winners (most words found/most terms correctly defined without help): Winner can choose his or her seat on the bus for the field trip and invite a friend to sit next to. And/or winner can choose where to sit in the theatre (within your class's seating assignment) and invite two friends to sit with him/her.



Bell Ringer Activity! ~ 5 -15 minutes

Rosa Parks

Find the words from the word bank.

B E L X Q E T X N G T F Q O G Q Q Z B C G N M T
 N B A F T P I Y Y G Q W H V B K A L A V M M T Y
 R M L N Q E V E J E M W B P E Q D F N F Q O K S
 E A S U O D Q Y R E M O G T N O M S N I C J T V
 D R H X I N O H B L Q G T E A C H E R Y I H U I
 A T N T U S K E G E E G L T M J T K O M G K J B
 E I T M O D E E R F F O L A D E M B W I Q A C H
 L N L A I C A R T K T I D X Q C Y Q R D I U A K
 H L H R O S A P A R K S E S D U A K C L W C L A
 C U R A Y M O N D P A R K S M D M R B N N I I L
 B T H N I D X I A P N D T E H M R D E P F V R A
 Y H M U O Q O E X C P W C Z J B E L H J Y I I B
 L E N I L I C T L X T I Y F F T I G L O M L D A
 S R N G B S T I J B D I N M M Y Y D A T U D C M
 Y K H O M B X A H R P W V E K J Y F D R X Q Z A
 Q I R C I D O X N M O V X I L J I W D B U V D A
 I N A H Y T K J R I T N L N S E J C W Z Q O X O
 K G D R U S A I M E M H Q G A T V N S H E X C R
 K W P Y Z U V G K P E I Q L R M M E F M J N O N
 I J U G H Z J D E U I N R S K M P C L K Z D P E
 E O F H G P O R L R T O O C Y G S J Z D P U C G
 O O U O B F U M Q S G W J I S Z Q U K J Z C A T
 V R N Y F P U P B Y I E A X P I C I B S K Z A F
 E U Y F Q I U D N R V R S N T K D N D A H T N A

- Martin Luther King
- Medal of Freedom
- discrimination
- Raymond Parks
- segregation
- Pine Level
- Rosa Parks
- Montgomery
- Tuskegee
- activist
- courage
- teacher
- pioneer
- boycott
- Alabama
- leader
- rights
- racial
- NAACP
- civil
- jail
- bus

Bell Ringer Activity! ~ 5 -15 minutes

Vocabulary from the script of *Rosa Parks and the Montgomery Bus Boycott*

Teachers - consider having your students write what they know for each term. The student who has the most correct answers, wins! For a longer assignment, you can also have students research the terms, alone or in pairs, and then discuss in class.

1. **Jim Crow laws** - from the late 1870s into 1965, Whites and Blacks were separated on public transportation, in park, cemeteries, theaters, restaurants, and schools.
2. **Boycott** - (verb)- withdraw from commercial or social relations with (a country, organization, or person) as a punishment or protest.
(noun) - a punitive ban that forbids relations with a certain groups, cooperation with a policy, or the handling of goods.
3. **Scot-free** - The phrase “Scot-free” means that something or someone is completely free from penalty or harm.
4. **demeanor** - a person's outward behavior—the way they act, speak, and express themselves.
5. **Scottsboro Boys** - On March 25, 1931, nine African American teenagers were accused of raping two white women aboard a Southern Railroad freight train in northern Alabama. For more about this case: [CLICK HERE](#)
6. **Give someone an inch, they'll take a mile** - said to mean that if you do a small favor for someone, they will become greedy and ask you to do bigger and bigger favors for them and make you regret doing the first favor.
7. **Mahatma Gandhi** - the revered Indian leader and advocate of nonviolent resistance, inspired a nation to fight for independence from British rule. For more about Gandhi: [CLICK HERE](#)
8. **NAACP** - The NAACP works to remove all barriers of racial discrimination through democratic processes. For more information on this organization: [CLICK HERE](#)
9. **Ku Klux Klan** - The Ku Klux Klan (KKK, the Klan), founded in 1865 was established a direct response to the South's defeat in the Civil War. As a secret vigilante group, the Klan targeted Black freedmen and their allies; it sought to restore White supremacy by threats and valence, including beatings, lynchings, and murder. Blacks lived fear of groups like the Klan who exerted a reign of terror across the South where their crimes were rarely prosecuted.
10. **Brown vs. the Board of Education of Topeka** - In this milestone decision, the Supreme Court ruled that separating children in public schools on the basis of race was unconstitutional. It signaled the end of legalized racial segregation in the schools of the United States, overruling the "separate but equal" principle set forth in the 1896 *Plessy v. Ferguson* case. For more on this case: [CLICK HERE](#)

Activity! 20 minutes

Teachers ~ Using this picture as a prompt, discuss the ideas of “courage” and “discover” and encourage students to watch for examples when they see the play.



Walking to work and errands instead of riding the bus – Blackpast.org

Theater Etiquette ~ 5 -15 minutes

Teachers, this section will be a review for some, and for others, it may be their first time hearing about theater etiquette. Please take a few minutes and share the importance of proper behavior.

Students may respond more positively when they understand the “why” of something, so as you review the proper etiquette of theatre behavior, please feel free to share the “whys,” and add your own.

House Rules

1. Please stay together with your group and wait for an usher to help you find your seat.

Why? Because you may get separated from your group. The theater seats lots of people in there and your teacher does not need to worry about where you are or spend his or her time looking for you.

2. Please turn all cell phones completely off before the performance.

Why? If you are texting during the performance, you will be asked to leave. (FYI, the theater will be dark, and light from your phone shines up on your face when you text. Everybody, including the actors on stage, can see you!) And not only that, anything other than stage lighting and anything other than stage sounds may distract the actors. Distractions can mean mistakes. Yikes! No one wants to mess up on stage.

3. Save the photography and selfies for outside the theater.

Why? See the previous point about distraction. If you want pictures of the set or the actors, ask your teacher. S/he will ask the usher or house manager, and if we can accommodate you, we will.

4. Please stay in your seat until the intermission or the end of the play.

Why? There's that whole distracting-the-actors thing again. Plus, moving about the theatre means you may be distracting other students or patrons. That's not fair to them. Go to the bathroom before the performance starts.

5. Please save the eating, drinking, and gum chewing for after the performance.

Why? The actors can hear and see you. And...you guessed it - distraction! Plus, eating, drinking, and chewing can lead to spills and crumbs and messes. Who wants to clean up those things?

6. Do listen actively and give appropriate responses such as laughing or clapping.

Why? The plays are written so that you should, and hopefully will, laugh and clap when appropriate. The actors are hoping for those responses. When done appropriately, they are not distractions. Plus, your teacher may have questions about the performance and s/he will expect great answers.

7. Please do not talk during the performance!

Why? Once again - distraction!

8. Show your appreciation by clapping when appropriate.

Why? The actors really love to see how much you enjoyed the show!

Activity! 20 minutes

Teachers - for younger students - Using this picture as a prompt, ask students what they think is happening in this picture. What emotions do they see? Fear? Anger? Happiness?



Rosa Parks being fingerprinted by Deputy Sheriff D.H. Lackey, Montgomery, Alabama, February 22, 1956

Behind the Scenes ~ Meet the Director

Linda Haston - Prime Stage Theatre Education Director



Linda is a director, performer, teaching artist, a professional (AEA) actress, singer, and dancer who resided in New York City for 10 years where she performed her own cabaret act, did National and Regional tours from musicals, dinner theatre to outdoor drama. She has directed and performed in the past and present seasons with various major Pittsburgh theatre companies. She is also a teaching artist in the educational system in Pittsburgh. Her background includes a BFA and MFA in theatre. She heads the Teacher’s Advisory Committee (TAC), the Literacy in ACTION Program, the Discover Your Inner Hero Program, and Global Learning Program for Prime Stage’s Education Department.

Behind the Scenes ~ Meet a cast member

Meet **Rebecca Godlove** who portrays three characters in this production: Virginia Durr, Juliette Morgan, and Rosa’s Manager.



What have you researched about your characters and what do you hope the audiences will see in your portrayals of these people?

I had never heard of either Virginia Durr or Juliette Morgan before being cast in the play. Mrs. Durr was an absolute firecracker of a lady. She and her husband were publicly, vocally, and unapologetically in favor of integration in a community that was shocked to see white people - especially well-off white people - express such opinions. Virginia was ANGRY for what the Black community endured. She positioned herself as a fighter FOR and WITH them, and she has absolutely become one of my historical heroes since I learned about her! Miss Morgan is more of a tragic hero, a librarian who felt the same way, but whose story was cut terribly short.

The theme for this year is Courage and Discovery. Can you share a bit about how your character embodies the theme?

Both Mrs. Durr and Miss Morgan express exemplary courage. Though they both possess high social standing, they choose to forego the easy lives that status and wealth can provide, and, in different ways, they take a stand against segregation and racism. Virginia is a speaker, having a prominent sphere of influence among her peers. Juliette is a writer, a public librarian who sends a constant stream of letters to the local papers denouncing segregation, and the abuse of Black bus passengers. She ultimately loses all her friends and family in her dogged pursuit of integration. That’s a massive sacrifice and speaks of an incredible courage that many of us can hardly imagine possessing today.

Behind the Scenes ~ Meet the Musical Director



Toni Schlemmer - Music Director

Toni is a professional musician and actor who has performed with Pittsburgh CLO, Pittsburgh Musical Theatre, Pittsburgh Playhouse, Front Porch Theatricals, The Strand Theatre, and Lincoln Park Performing Arts Company, and the West Virginia Symphony. She is the Director of Fine Arts at Calvin Presbyterian Church in Zelienople where she founded and directs a Creative Arts ministry producing concerts and musicals each year as an outreach to the community. Toni is grateful to be able to share the music of the era in this moving and impactful story.

Did You Know?

One of the techniques used by playwrights, directors, and actors is the concept of the fourth wall. The fourth wall is the imaginary wall between the actors and the audience. Generally, actors are trained not to break the fourth wall, thus making the play more believable and keeping the action of the play “on stage.” But sometimes a script is written in a way, or a director decides that the audience should be brought into the “conversation,” and the fourth wall is broken—the actor talks directly to the audience. Think *Ferris Bueller’s Day Off*. [CLICK HERE FOR EXAMPLES](#)

Scene Work ~ 30 - 45 minutes

- The scenes on the following pages should be distributed so that each student has an opportunity to look at each role. After 10-15 minutes, teachers should ask for volunteers. Everyone should have a chance to read if class time allows.
- Student actors will perform their parts in front of the class. They may use the script, of course.
- Remind students they should convey the emotion of their character in the scene. Is the character happy, sad, angry? What else is happening in the scene?
- Teachers, don't forget to lead the applause after each scene!
- Remind the students that they will see these same scenes performed in the show. As a post-production activity, ask students to discuss these scenes and identify the emotions of the characters and the actors' effectiveness in portraying those emotions.



Scene 1 - The effects of the

NIXON

We all have families, Brother King. That's what this is about. Making life better for our children.

KING

Yes, I understand. It's not that I have a problem with the boycott. It's just...

NIXON

Just what?

KING

Just give me a few days to think about it.

NIXON

(turning away) Funny, everyone else except Dr. King agreed to meet right away.

ROSA

There must have been about 50 people at the Friday meeting — ministers, faculty from the local college, some of the women in the community and, yes, Dr. King was there, too.

KING

We endorsed the boycott plan with enthusiasm and promised that on Sunday morning, we'd tell our congregations about the one-day protest. We also decided to hold a mass meeting on Monday night.

ROSA

E.D. Nixon couldn't attend that first meeting — the one he organized.

NIXON

I had to make my train run. But before I left, I talked with a reporter at the Montgomery newspaper. I have a big story for you. Can you meet me?

REPORTER

Yeah, I can meet you. But it better be worth the trouble.

NIXON

We're tired of them fooling with our women.

REPORTER

(bored) Yeah.

NIXON

They've done it for the last time.

REPORTER

(hardly listening) Yeah.

NIXON

We're going to boycott the buses.

REPORTER

(almost misses it) Yeah?.. Yeah?

NIXON

The story was on the front page.

ROSA

The newspaper printed it in order to let the white community know what the Negroes were up to — but it turned out to our advantage. By Sunday afternoon, practically every Negro in Montgomery knew about the boycott.

“This Little Light of Mine”

THIS LITTLE LIGHT OF MINE
I'M GONNA LET IT SHINE
THIS LITTLE LIGHT OF MINE
I'M GONNA LET IT SHINE
THIS LITTLE LIGHT OF MINE
I'M GONNA LET IT SHINE LET IT SHINE
LET IT SHINE, LET IT SHINE
LET IT SHINE, LET IT SHINE, LET IT SHINE

REV. GRAETZ

On Sunday, I had urged my mostly Black congregation to support the boycott: “I want you to stay off the buses. I'll be out in my car all day long. If you need a ride, I'll be glad to come and take you wherever you need to go.”

WOMAN 2

Pastor Graetz did more than driving and preaching. At considerable risk to his safety, he joined the Montgomery Improvement Association and was elected secretary.

LET IT SHINE, LET IT SHINE, LET IT SHINE

ROSA

Monday morning. December 5th.

KING

I was in the kitchen drinking my coffee, when I heard Coretta calling.

CORETTA

Martin, Martin, come quickly!

KING

What? I'll be right there.

CORETTA

Martin, hurry. Come look out the window with me. Look at the bus. Darling, it's empty.

KING

The 5:30 bus is usually full.

CORETTA

We waited for the next bus. It was empty. So was the next.

KING

I jumped in my car and for almost an hour I cruised down every major street and looking at every passing bus. It was rush hour but I saw no more than eight Negro passengers riding the buses. Instead of the 60 percent cooperation we had hoped for, it was becoming apparent that we had reached almost 100 percent. It was a miracle.

"Woke Up This Morning With My Mind On Freedom"

WOKE UP THIS MORNING WITH MY MIND
STAYED ON FREEDOM
HALLELU, HALLELU, HALLELUJAH

ROSA

I walked to court that Monday morning. I was found guilty of violating the segregation laws and was given a suspended sentence and a \$10 fine, plus \$4 in court costs.

I didn't go home afterwards. I wanted to do something useful. My lawyer asked if I would go to his office and answer the telephone, so I did. As soon as I got there, the phone kept ringing because people had heard the news. I never did tell anybody who called that I was the one they were calling about. I just answered the phone and took messages.

NIXON

That afternoon some of us got together to plan for the mass meeting. We decided to form a new organization to oversee the boycott —

ALL

— The Montgomery Improvement Association.

CORETTA

Still, some of the ministers seemed very nervous. One even suggested keeping the names of the leaders secret.

NIXON

(angry) Tell me, how do you think you can run a bus boycott in secret? If we're gonna be mens, now's the time to be mens.

KING

Brother Nixon, I'm not a coward. I don't want anybody to call me coward. I agree with you. We should act openly, boldly.

REV. GRAETZ

And when we set about to elect a president....

WOMAN 2

I nominate Dr. King.

KING

It happened so quickly that I didn't have time to think.

NIXON

All in favor?

(All raise hands. Applause.)

KING

Thank you. Thank you very much. Brothers and sisters, as your president, it seemstome that our first order of business is...

WOMAN 1

Let's call the boycott a one-day success and leave it be.

WOMAN 2

We don't want nobody gettin' hurt.

KING

How about we just see what happens at tonight's mass meeting?

"Leaning on Everlasting Arms" underscore

Then I rushed home, wondering how I could possibly write such an important speech in 20 minutes — it took me 15 hours to prepare my Sunday sermon. When I left for the church, all I had was a few notes scribbled on a piece of paper.

WHAT A FELLOWSHIP, WHAT A JOY DIVINE

Scene 2 - Passive Resistance

“What we are seeing here in Montgomery is not unlike Gandhi’s noble struggle against British colonial rule in India.”

CORETTA

She's right, you know.

KING

Our spirit of passive resistance comes from the Bible and the teaching of Jesus.

CORETTA

But the technique comes from Gandhi.

KING

Yes, I suppose it does. What did he say?

CORETTA

The British can beat us down with batons and rifle butts. But our conviction will make them powerless.

KING

Gandhi was probably the first person in history to lift the love ethic of Jesus beyond interaction between individuals to a powerful social force on a large scale. His method of nonviolence is one of the most potent weapons available to our struggle for freedom. Six basic principles govern our philosophy of nonviolence.

NIXON

1. Nonviolence is not a method for cowards.

CORETTA

2. We do not seek to defeat or humiliate our oppressor but to win his friendship and understanding.

ROSA

3. Our attack is directed against the force of evil rather than against persons who happen to be

doing the evil.

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REV. GRAETZ

4. We are willing to accept suffering without retaliation, to accept blows from the oppressors without striking back.

DURR

5. The nonviolent resister not only refuses to shoot his oppressor but also refuses to hate him.

KING

6. Nonviolent resistance is based on the conviction that the universe is on the side of justice.

ROSA

Christmas 1955. It was a more traditional, less commercial holiday for us because we donated most of our shopping money to support the Montgomery Improvement Association.

“Go Tell It on the Mountain”

GO, TELL IT ON THE MOUNTAIN
OVER THE HILLS AND EVERYWHERE
GO, TELL IT ON THE MOUNTAIN
THAT JESUS CHRIST IS BORN

ROSA

Christmas was bittersweet. The boycott was working but there was no end in sight.

GO TELL IT ON THE MOUNTAIN
OVER THE HILLS AND EVERYWHERE
GO TELL IT ON THE MOUNTAIN
TO LET MY PEOPLE GO

ROSA

I was treated badly at work. They ignored me as though I wasn't there. That went on for five tense weeks. Then in January, they said they were letting me go because the young man who ran the tailor department had opened his own shop down the street.

MANAGER

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Well, Rosa, you know he stayed on through the holidays to get his Christmas bonus. And I'm sure you see that we can't keep you on without a tailor. It wouldn't make any sense. No sense at all.

ROSA

So they gave me two weeks' pay and I went home. It was a blessing in a way, I guess, because then I didn't have to worry about how I was going to get to and from work without riding the buses. A week later, my husband lost his job.

WOMAN 1

Raymond worked at a barbershop, where his chair was a place of friendly discussion and debate.

WOMAN 2

The shop had a large white clientele and some of those customers started to drift away after the

boycott began. Others sat there making belittling remarks about “that woman.”

WOMAN 1

So, Mr. Armstrong, the owner, issued an order:

BARBERSHOP BOSS

There will be absolutely no discussion of the bus protest or Rosa Parks in this establishment. None.

ROSA

He calmly told his boss because he couldn’t work where his wife’s name can’t be mentioned and walked out the door.

DURR

That nice librarian lost her job, too. You could feel the tension everywhere. The mayor issued a plea for the white women of Montgomery to stop driving their Black maids. Well, you’ve never heard such indignation. “If Mayor Gayle wants to come here and do my washing and ironing and cleaning and cooking and look after my children, he can but unlesshe does, I’m going to get Mary or Sally or Bertha.”

MAID

We needed our jobs so we pretended that we didn’t support the boycott.

DURR

I overheard my neighbor, Katherine, talking to her maid as they got out of her car. “Mary, I hope you don’t have anything to do with that boycott.”

MAID

No, ma’am, Miss Katherine. There’s my sister Betty. She doesn’t live very far from her job so she just walks to work. And my brother, he’s got a job at the cotton mill and he goes to work with some other men who are driving a car. None of us has a thing to do with that boycott. We just stays off the buses.

DURR

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Mary, you are the biggest storyteller in the world. You know very well you’re supporting the boycott. Why in the world did you make up that tale?

MAID

Well, Miss Virginia, I tell you, I learned one thing in my life, and that is, when your hand’s in the lion’s mouth it’s better to pat it on the head.

DURR

And Rosa?

ROSA

Featured National Standards

English/Language Arts

Standards Developed by International Reading Association and National Council of Teachers of English

1. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, and aesthetic) of human experience.
2. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context and graphics).
3. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, and video) to gather and synthesize information and to create and communicate knowledge.
4. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, and video) to gather and synthesize information and to create and communicate knowledge.
5. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
6. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Theatre

NA 5-8.3 Designing by developing environments for improvised and scripted scenes

Students analyze improvised and scripted scenes for technical requirements.

NA5-8.7 Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media production

Students articulate and support the meanings constructed from their and others' dramatic Performances

Students use articulated criteria to describe, analyze, and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances.

NA 9-12.2 Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions

Students analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media.

NA 9-12.3 Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions

Students analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements.

NA9-12.5 Researching by evaluating and synthesizing cultural and historical information to support artistic choices

Students identify and research cultural, historical, and symbolic clues in dramatic

texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions.

NA9-12.7 Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions

Students articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement.

Students analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices.

Prime Stage Theatre Resource Guide - *Rosa Parks and the Montgomery Bus Boycott*.

All Prime Stage productions and resource guides address the following:

Pennsylvania Common Core Standards for *Rosa Parks and the Montgomery Bus Boycott*

Pennsylvania Academic Standards for Reading, Writing, Listening, Speaking

CC.1.3.9-10.A: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.1.3.9-10.C: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.1.3.9-10.D: Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

CC.1.3.9-10.E: Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

CC.1.3.9-10.F: Analyze how words and phrases shape meaning and tone in texts.

CC.1.3.9-10.G: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

CC.1.3.9-10.H: Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

CC.1.3.9-10.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.5.9-10.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.9-10.G: Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

CC.1.6.11.A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information or opinions.

CC.1.6.11.C: Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.

CC.1.6.11.D: Listen to and acknowledge the contributions of other students well introducing ideas and opinions to enrich the discussion.

Post - Production ~ After you see *Rosa Parks and the Montgomery Bus Boycott*

Activity! 20 minutes

Remind students that “Courage” and “Discovery” are this year’s theme. If you joined us for *The Miracle Worker* in November, lead a discussion on how this production compares to the first in exemplifying the theme.

Activity! 30 minutes

Teachers, lead a discussion about protest. Ask students to compare the Montgomery Bus Boycott and its peaceful protest to what is happening in the news today. Is violence ever acceptable? Can minds be changed as MLK states by passive resistance.

Activity! 30 - 40 minutes

Teachers, Prime Stage brings literature to life, but before we can do that, we start with the written word—the story. In the case of theatre, the story is the script. Even though the script consists of words, the setting, costumes, and stage directions help us to tell a story.

Create a plot line that tells the story of *Rosa Parks and the Montgomery Bus Boycott*.

For younger students, use the board to create a plot line. Review or teach the elements of plot.

For older students, direct them to work alone or in pairs to create the plot line. Have them identify each element of the plot.

The plot lines should show the exposition, conflict, rising action, climax, falling action, and resolution.

Plot Diagram



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[CLICK HERE FOR PLOTLINE GRAPHIC](#)

Activity! 20 minutes

Teachers, play several snippets of some of the music from the production. Lead students in a discussion of the genre of music played, it's importance to the production, and what purpose these particular songs played in creating the mood and tone of the production. ALERT: Some of the introductory commercials are not appropriate for students. Please preview before you include students.

[Motherless Child](#)

[I'm On My Way to the Freedom Land](#)

[Come by Here \(Kumbaya\)](#)

[Freedom Train A'Comin](#)

[We Shall Overcome](#)

Resources

A short PBS biography of Rosa Parks - under 4 minutes - [Bio for Rosa Parks](#)

Article: Biography of Rosa Parks - [biography of Rosa Parks](#)

A short PBS video in Rosa Parks' own words about the initial bus incident - under 3 minutes - [What happened in Rosa's own words](#)

Article: Rosa Parks' life before and after the boycott - [Life before and after the boycott](#)

Online Exhibit of Rosa Parks and other events that sparked the Civil Rights Movement - [Online exhibit](#)

From the Library of Congress: [Manuscripts of Rosa Parks'](#)

PBS Video of the life and legacy of Rosa Parks - approximately 8 minutes - [The Life and Legacy](#)

Rosa Parks and the Montgomery Bus Boycott

If this play has piqued your interest, why not check out a book or movie and explore more? Your public libraries have many online resources you can access from home through Libby or Hoopla. Check your library's website for help in getting started.

Children's Books

***Who Sparked the Montgomery Bus Boycott?* by Insha Fitzpatrick**

From refusing to give up her bus seat to a white passenger to sparking civil rights protests across America, this novel explores how Park's powerful act earned her the title "Mother of the Civil Rights Movement".

***Rosa Parks and the Montgomery Bus Boycott (Graphic Novel)* by Connie Colwell Miller**

A biography of Rosa Parks in graphic novel format.

***Rosa Parks* by Lisbeth Kaiser**

A picture book about Rosa Parks, part of the "Little People, Big Dreams" series.

***The Youngest Marcher* by Cynthia Levinson**

Presents the life of nine-year-old Audrey Faye Hendricks who became the youngest known child to be arrested for picketing against Birmingham segregation practices in 1963.

***Who was Rosa Parks?* by Yona Zeldis McDonough**

Part of the "Who? What? Where?" series, this book focuses on the life of Rosa Parks.

***The Bus Ride That Changed History: The Story of Rosa Parks* by Pamela Edwards**

Take a ride through history with this unique retelling of what happened when one brave woman refused to stand up so that a white passenger could sit down.

***I Am Rosa Parks* by Brad Meltzer**

Each picture book in this series is a biography of significant historical figure, told in a simple, conversational, vivacious way, and always focusing on a character trait that made the person heroic.

***A Picture Book of Rosa Parks* by David A. Adler**

A biography of the woman whose refusal to give up her seat on a bus helped establish the civil rights movement.

***A Girl Named Rosa* by Denise Lewis Patrick**

Rosa Parks refused to give up her bus seat to a white passenger in 1955, but how did she come to be so brave? Describes the defining moments that made up her childhood and adolescence.

Teen Books

***Quiet Strength* by Rosa Parks**

Quiet Strength celebrates the principles and convictions that have guided Parks through a remarkable life. It is a printed record of her legacy-her lasting message to a world still struggling to live in harmony.

***The Book of Awesome Black Women* by M.J. Fievre**

An uncensored history of the power of Black women like Sojourner Truth, Anita Hill, Wangari Maathai, Aretha Franklin, Simone Biles, Naomi Osaka, and so many more, whose stories embody strength, perseverance, and talent.

***The Rebellious Life of Mrs. Rosa Parks* by Jeanne Theoharis**

This definitive biography of Rosa Parks accessibly examines her six decades of activism, challenging young readers perceptions of her as an accidental actor in the civil rights movement.

***Rosa Parks and Claudette Colvin: Civil Rights Heroes* by Tracey Baptiste**

This graphic novel introduces readers to two brave Black women who stood up against segregation, setting in motion the Montgomery Bus Boycott and showing the nation how positive change can start with a single defiant act.

***Rosa Parks* by Amy B. Rogers**

This book explores her life, her key decisions, and her role during the civil rights era of the 1950s and 1960s.

Adult Books

***She Would Not Be Moved* by Herbert R. Kohl**

The prizewinning educator's brilliant meditation on the misleading ways in which we teach the story of Rosa Parks. *She Would Not Be Moved* is a timely and important exploration of how the story of Rosa Parks and the Montgomery bus boycott has been distorted when taught in schools.

***Until I Am Free* by Keisha N. Blain**

A blend of social commentary, biography, and intellectual history, *Until I am Free*, is a manifesto for anyone committed to social justice. The book challenges us to listen to a working-poor and disabled Black woman activist and intellectual of the civil rights movement as we grapple with contemporary concerns around race, inequality, and social justice.

***Our Auntie Rosa* by Sheila McCauley Keys**

In this most intimate portrait yet of a great American hero, 'the lady who wouldn't give up her seat on the bus,' the family of Rosa Parks describes the woman who was not only the mother of the Civil Rights Movement, but a nurturing mother-figure to them as well. In *Our Auntie Rosa*, Mrs. Parks' loved ones share their remembrances and reflections to create a previously unpainted picture of the real woman behind the legend.

***The Race Beat* by Gene Roberts**

This is the story of how the nation's press came to recognize the importance of the civil rights struggle and turn it into the most significant domestic news event of the twentieth century. Drawing on private correspondence, notes from secret meetings, unpublished articles, and interviews, Gene Roberts and Hank Klibanoff go behind the headlines to show how a dedicated cadre of newsmen revealed to a nation its most shameful shortcomings and propelled its citizens to act.

***Buses Are a Comin': Memoir of a Freedom Rider* by Charles Person**

A firsthand exploration of the cost of boarding the bus of change to move American forward—written by one of the Civil Rights Movement's pioneers.

***Rosa Parks: A Life in American History* by Darryl Mace**

This book uses historical analysis and Park's own words to paint a complete picture of her life as a courageous and defiant civil rights activist.

***Rosa Parks: In Her Own Words* by Susan Reyburn**

In this compelling book from the Library of Congress, where the Parks Collection is housed, the civil rights icon is revealed for the first time in print through her private manuscripts and handwritten notes.

Check Out These Movies!

***The Rosa Parks Story* (2002)**

Rosa Parks was raised in the Deep South at a time it seemed only white people were created equal. But even at an early age, she refused to believe that she was inferior to anyone. This is her story. *(Rated TV-PG)*

***Remember the Titans* (2000)**

A high school football coach finds himself fighting for stakes much higher than the State Championship in this drama based on actual events. *(Rated PG)*

***Boycott* (2001)**

On December 1st, 1955, in Montgomery, Alabama, Rosa Parks refuses to give up her seat in a 'whites only' section of a public bus. This act helps instigate a wave of righteous rebellion that makes history, and makes a leader of Martin Luther King, Jr. *(Rated PG)*

***Ruby Bridges* (1998)**

When six-year-old Ruby becomes the first African-American to integrate her local New Orleans elementary school in 1960, she experiences the true ugliness of racism for the very first time. *(Rated TV-PG)*

***Selma* (2014)**

The true story of courage and hope that changed the world forever- this film shares Dr. Martin Luther King, Jr.'s historical struggle to secure voting rights for all people. A dangerous and terrifying campaign that culminated with an epic march from Selma to Montgomery, Alabama in 1964. *(Rated PG-13)*