

# Courage Lesson

## Courage on the Bus

### Introduction:

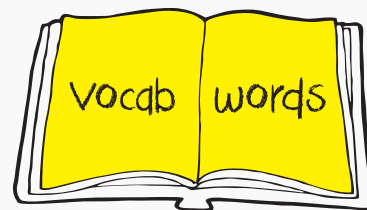
David Mullinax showed courage when he helped his bullies cope with their own personal problems.

Essential  
Question:

How do we  
show courage?



- Age appropriate books about Rosa Parks (suggested: A Picture Book of Rosa Parks (Picture Book Biographies) by David A. Adler, illustrated by Robert Casilla; If a Bus Could Talk: The Story of Rosa Parks by Faith Ringgold)
- Chairs set up side by side in a long row to represent the seats in a bus
- Lyrics to “The Wheels on the Bus: The Rosa Parks Version”



courage

# Pre-viewing:

The following can be asked/done before watching video.

- Read the definition of courage from the vocabulary section and ask for examples that illustrate the definition.
- Explain that a lot of people think that you need to do big, super-human things to show courage, but there are everyday examples of courage in students' lives as well.
- Give the following examples and ask why people need courage in these situations:
  - Your mom needs you to bring something to your neighbor, but she has a big, loud, scary dog.
  - Your best friend wants you to try his/her favorite food, but you have never tried it before.
  - Your brother/sister has been blamed for something you did. You need to take responsibility and tell your parents that you did it.
  - The teacher wants you to try a game you have never tried before.
  - Your friends tell you not to sit with the new kid, but the new kid seems lonely.
- Ask students if they can think of other daily demonstrations of courage.

Notes:

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# Discussion Questions:

The following can be asked/done after watching video:

- How does David demonstrate courageous behavior?
- Why would it be difficult not to fight back when someone picks on you?
- What advice would you give a friend who is being bullied?
- Why is courage important?

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# Procedure:

## Introduction:

- ✦ This session will focus on a very brave woman named Rosa Parks.
- ✦ Read one of the stories of Rosa Parks.
- ✦ Explain that the students are going to work on a very short play based on this story and a song they know very well, “The Wheels on the Bus.”
- ✦ Sing the song and do the motions that the students already know.
- ✦ Explain that the lyrics in the Rosa Parks version change because Rosa Parks would not “move on back” as the driver instructed her to do.

## Direct Instructions (I do)

- ✦ Show how the chairs are arranged side by side in a long row to represent a bus. It’s not exactly the same as a bus; on a real bus the seats would be lined up one behind the other. When we want to act out a play or a song, sometimes we change how the seats are so that everyone in the audience can see the action.
- ✦ Demonstrate how the bus driver will sit in the first seat. Ask students to tell you how a bus driver would sit, what a bus driver’s hands would do, etc. In other words, let them ‘direct’ your performance.
- ✦ Explain how the students will be the different bus passengers who get on the bus during the song, and that one of them will be Rosa Parks. Ask them to remind you of where she sat on the bus on that famous day.
- ✦ For young readers and for stage direction purposes, a set of the new lyrics are included.

# Procedure Continued:

## Guided Exploration (We do)

- ✦ Have students pretend to be different people getting on the bus that day. Who else would ride the bus? Practice putting money in the box and finding a seat. What do passengers do when riding on a bus? Remember, the story takes place a long time ago and there were no cell phones, no iPads, no earbuds or headphones for listening to music — there were no electronic devices at all! What would they do on a bus back in the 60's?
- ✦ Have the students playing the babies and the parents practice crying and calming.
- ✦ Ask students to show how a pleasant bus ride looked — before Rosa Parks courageously refused to give up her seat.
- ✦ Explore what the other passengers probably looked like when Rosa Parks decided not to do as the bus driver told her. Were the other passengers surprised? Upset? Angry? What did they do with their hands and their bodies? How did their faces look?
- ✦ Sing the song through, stopping at each verse to ask students what they think is happening at that point of the song.

## Independent Practice (You do)

- ✦ Select roles for the final enactment; the teacher should choose the most appropriate way to 'cast' the play for his/her classroom. Some teachers like to assign roles while others let children self-select.
- ✦ Side coach the students as to what to do on each verse.
- ✦ Practice the song/play multiple times.

# Procedure Continued:

## Conclusion

- Invite another class in to watch your presentation.
- Ask the other class if they know the story; if not, let your students tell the story before the presentation.
- Ask the group to discuss how Rosa Parks showed courage on that famous day.

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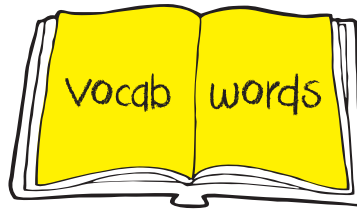
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# Vocabulary & Definitions



**courage (n.)** Definition: bravery; the quality of being brave when a person is in danger, in pain or in a difficult situation

Context: Lifeguards must have a great deal of courage in order to pull drowning victims out of deep water.

# The Wheels on the Bus

## The Rosa Parks Version

(Lyrics and possible stage directions)

The wheels on the bus go round and round,  
Round and round,  
Round and round.

The wheels on the bus go round and round  
All through the town.

*Bus driver is driving.  
People are getting on  
bus.*

The doors on the bus go open and shut,  
Open and shut,  
Open and shut.

The doors on the bus go open and shut  
All through the town.

*Bus driver opens doors  
for new passengers.*

The money in the box goes clink, clink, clink,  
clink, clink, clink,  
clink, clink, clink.

The money in the box goes clink, clink, clink  
All through the town.

*People put their  
money in the box.  
People find seats.  
Rosa Parks gets on  
the bus.*

The baby on the bus goes, "Wah, wah, wah,  
Wah, wah, wah,  
Wah, wah, wah!"

The baby on the bus goes, "Wah, wah, wah!"  
All through the town.

*The babies cry.  
A person wants  
Rosa Parks's seat.*

The parents on the bus go, "Shhh, shhh, shhh.  
Shhh, shhh, shhh,  
Shhh, shhh, shhh."

The parents on the bus go, "Shhh, shhh, shhh,"  
All through the town.

*Parents calm the  
children. The person  
tells the bus driver  
Rosa Parks will not  
give up her seat.*



# The Wheels on the Bus Continued:

## The Rosa Parks Version

(Lyrics and possible stage directions)

The driver on the bus says,

“Move on back.”

(pause)

“Move on back.”

(pause; growing angry)

“Move on back!”

The driver on the bus says,

“Move on back!”

All through the town.

Rosa Parks says, “Not today.

Not today.

Not today.

Rosa Parks says, “Not today.”

All through the town.

*Bus driver stops bus,*

*gets up, tells Rosa*

*Parks to move. Bus*

*driver grows angrier*

*and angrier. People*

*are shocked, afraid,*

*nervous, etc.*

*A very tired Rosa Parks*

*does not move from*

*her seat. Everyone*

*freezes in place at end*

*of the song.*