Claudette Colvin and Rosa Parks

Research Simulation Task | Grades 6 to 12

First Name _____ Last Name _____

Date _____ Class _____

NJSLS and CCLS Standards

NJSLS ELA RI.CR.6.1 · Social Studies 6.3.8.CivicsPI.1 · Mathematics 6.RP.A.3

CCLS RH.6–8.1, RH.6–8.2, RH.6–8.7 · WHST.6–8.1, WHST.6–8.9 · Mathematics 6.RP.A.3

Grades 9 to 12 extensions RH.9–10.1, WHST.9–10.1, RH.11–12.1, WHST.11–12.1. See the teacher guide for task alignment and extension requirements.

Courage, Collective Action, and Equal Citizenship

Essential Question How did individual resistance, community organizing, and legal action work together to challenge bus segregation?

Read the numbered texts. Cite paragraph numbers in your answers. Analyze geography and a clearly labeled mathematical and science model. Complete 15 assessment questions, then write your final RACE response.

Vocabulary Segregation means enforced separation by race. Boycott means an organized refusal to use a service. Plaintiff means a person bringing a lawsuit. Equal Protection means the constitutional guarantee at the center of the federal challenge. Evidence supports a claim. A Model simplifies a system for investigation.

Digital directions Download and open in a PDF application that supports forms. Every response field allows up to 1000 characters. Save a copy and reopen it to check your work. A browser or Google Classroom preview may not support typing or preserve entries. This file does not automatically grade responses.

Day 1 Text A Claudette Colvin and Student Resistance

Do Now

How can a rule be legal and unfair?

1. In Montgomery, Alabama, segregation shaped ordinary travel. Black passengers paid to ride public buses but faced seating rules that treated white riders as more entitled to public space. A rule can have legal force and still violate the principle of equal citizenship. The conflict between local rules and constitutional protections became central to the struggle.

2. On March 2, 1955, fifteen year old Claudette Colvin refused an order to surrender her seat on a Montgomery bus. Police removed and arrested her. Her resistance occurred about nine months before Rosa Parks’s better known arrest. Colvin’s action shows that young people participated in the struggle, rather than simply watching adults lead it. [S1, S2]

3. Colvin later became one of the women whose legal challenge helped overturn bus segregation. This makes her important for more than being earlier than Parks. To understand her contribution, connect her individual resistance to the later courtroom struggle. A timeline identifies sequence, but sequence alone does not explain how change occurred. [S3]

4. Historical recognition is uneven. A familiar name may help people remember an event, while also drawing attention away from others who made the outcome possible. A careful historian expands the story without turning Colvin and Parks into rivals. Ask what each person did, what evidence survives, and which institutions gave some stories greater visibility.

Quick Write Explain why Colvin matters beyond being earlier than Parks.