



Article: [Rose Kept Her Seat](#)

### **Classroom Discussion Questions College Level**

**Agency, Resistance, and Historical Narrative:** Rosa Parks is often portrayed as a tired seamstress who spontaneously refused to give up her seat, yet the article notes her deep involvement with the NAACP and youth organizing. How does understanding her strategic activism—rather than a passive moment of defiance—reshape our interpretation of civil disobedience and agency within the Civil Rights Movement?

**Collective Mobilization and Movement Infrastructure:** The Montgomery Bus Boycott lasted 382 days and required extensive coordination, including carpools, community fundraising, and sustained leadership. What does this reveal about the organizational capacity and social networks within Black communities, and how might it challenge simplified narratives that reduce the movement to individual heroes?

**Intersection of Law, Power, and Social Change:** The Supreme Court ruling that bus segregation was unconstitutional came nearly a year after Parks' arrest. How does this case illustrate the relationship between grassroots protest, public pressure, and judicial action? To what extent do legal victories depend on sustained social movements rather than isolated court decisions?

### **Classroom Discussion Questions Grades 9-12**

**Civil Disobedience and Personal Choice:** Rosa Parks stated, "I did not get on the bus to get arrested; I got on the bus to go home," yet her refusal became a defining act of civil disobedience. How does this moment illustrate the power of individual choices in challenging unjust laws?

**Community Action and Collective Power:** The article explains how Parks' arrest sparked the 382-day Montgomery Bus Boycott, supported by carpools, Black taxi drivers, and community organizing. What does this response reveal about the importance of collective action in social justice movements?

**Historical Context and Momentum:** The timeline on the page shows major civil rights events before and after Parks' arrest, including the murder of Emmett Till (1955), the Brown v. Board decision (1954), and the rise of Dr. Martin Luther King Jr. How did Parks' action and the boycott fit into the broader momentum of the Civil Rights Movement?

## **Classroom Discussion Questions Grades 6-8**

**One Person Making a Difference:** Rosa Parks didn't plan to start a protest—she just didn't think she should have to give up her seat. How can one person's actions inspire change in an unfair situation?

**Working Together for Justice:** After Parks was arrested, the Black community in Montgomery worked together by walking, carpooling, and organizing the bus boycott. Why is teamwork important when trying to make a big change?

**Connecting Her Story to the Bigger Picture:** The timeline in the article shows many other important events in the Civil Rights Movement. How did Rosa Parks' decision help push the movement forward?

## **Classroom Discussion Questions Grades 1-5**

**Standing Up by Sitting Down:** Rosa Parks did not think it was fair to give up her seat on the bus. Why is it important to speak up (or take action) when something feels unfair?

**Working Together:** Many people in her community helped by walking or sharing rides instead of taking the bus. How can working together help make things better?

**Fairness for Everyone:** Rosa Parks helped start changes that made buses fair for all people. What does it mean for everyone to be treated equally?