# Boycott in Motion

Read a historical text for central ideas and supporting evidence.

**CCSS.ELA-Literacy.RH.6-8.10** "By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline the sentence that best states the passage's central idea, then circle three details that show how people sustained the boycott or what it achieved.

### The Montgomery Bus Boycott

1 On December 1, 1955, Rosa Parks was arrested in Montgomery, Alabama, after she refused to give up her seat to a white passenger on a city bus. Her arrest was not the first challenge to segregated buses, but it became a powerful focus for local activists. That evening, members of the Women's Political Council called for Black residents to stay off city buses on December 5. They distributed thousands of leaflets through schools, churches, and neighborhoods.

2 On December 5, most Black bus riders in Montgomery walked, shared cars, or used Black-operated taxis instead of riding buses. That day, community leaders formed the Montgomery Improvement Association and chose Martin Luther King Jr. as its president. The group asked people to continue the boycott until the bus company treated riders fairly. To help people travel, volunteers organized carpools, while churches collected money for gasoline and repairs. The boycott required daily planning and cooperation, not simply one day of public protest.

3 City officials and bus company leaders tried to weaken the protest, but many participants continued for more than a year. Meanwhile, lawyers challenged bus segregation in federal court. In November 1956, the Supreme Court upheld a lower court decision that Alabama's bus segregation laws were unconstitutional. Montgomery's buses were officially desegregated on December 21, 1956. The boycott showed that organized local action, combined with legal challenges, could change unfair public policies. It also became an important example for later civil rights campaigns.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. What is the central idea of the passage?

2. What are two details from paragraph 2 that show how the community made the boycott possible each day?

3. In paragraph 3, what does upheld mean in the sentence about the Supreme Court?

4. How did the federal court challenge affect the boycott's outcome?

## 3 YOUR TURN

Your own words

Using your markings, write a three-sentence summary of the passage in your own words. Include the event that focused the boycott, one way the community sustained it, and its outcome.

**ANSWER KEY** # Boycott in Motion

**GRADE 7 · RH.6-8.10**

## PART 1 · READ AND MARK

Underline the sentence that best states the passage's central idea, then circle three details that show how people sustained the boycott or what it achieved. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | What is the central idea of the passage? | **The Montgomery Bus Boycott used organized community action and legal challenges to end segregated buses in Montgomery.** |
| 2 | What are two details from paragraph 2 that show how the community made the boycott possible each day? | **People walked, shared cars, or used Black-operated taxis, and volunteers organized carpools while churches collected money for gasoline and repairs.** |
| 3 | In paragraph 3, what does upheld mean in the sentence about the Supreme Court? | **Upheld means supported or confirmed the lower court's decision.** |
| 4 | How did the federal court challenge affect the boycott's outcome? | **The court ruling found bus segregation laws unconstitutional, leading Montgomery's buses to be officially desegregated.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Rosa Parks's arrest helped focus a bus boycott in Montgomery. Black residents kept the boycott going by walking, sharing rides, and using carpools. A court ruling against segregated buses led to desegregation in Montgomery.

Accept summaries that accurately include the boycott's focus, a supported example of community cooperation, and the desegregation outcome. For the central idea, accept responses that connect organized local action with legal challenges and change.