Together for Change

How community groups helped change unfair bus rules

5.SS.1.3 "Identify and explain influential political and cultural groups and their impact on American history."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the names of the two groups and circle one action each group took. Put a star beside the sentence that tells how their work influenced people beyond Montgomery.

The Montgomery Bus Boycott

1 In Montgomery, Alabama, in 1955, city rules forced Black bus riders to give up seats to white riders. After Rosa Parks was arrested for refusing to give up her seat, Black residents began a bus boycott. They stopped riding city buses to protest unfair rules. The Montgomery Improvement Association, or MIA, formed to lead the boycott. Its leaders organized carpools so people could still get to work.

2 Black churches were another powerful part of the community. Many churches opened their doors for boycott meetings, where neighbors heard updates and planned what to do next. At services, people sang songs and encouraged one another to keep going. Some churches helped collect money to support the boycott. These faith communities gave people places to gather and strength to continue, even when the boycott was difficult.

3 The boycott lasted more than a year. When many riders stayed off the buses, the bus company lost money, and city leaders faced pressure to change. In 1956, a federal court ruling against bus segregation took effect in Montgomery, and the boycott ended. The MIA's planning and the churches' support helped people act together. Their work became a powerful example for later efforts to end segregation across the United States.

2 ANSWER WITH EVIDENCE

Use the passage

1. What did the MIA do, and how did that action help people take part in the boycott?

2. What two things did Black churches do to help people continue the boycott?

3. How did the work of the MIA and Black churches help bring change to Montgomery's buses?

4. How did the groups' work matter beyond Montgomery?

3 YOUR TURN

Your own words

Imagine you are helping during the boycott. In three sentences, propose a new way the MIA and Black churches could work together that is not described in the passage, use one fact from the passage, and explain how your idea might help change unfair bus rules.

ANSWER KEY

Together for Change

GRADE 5 · 5.SS.1.3

PART 1 · READ AND MARK

Underline the names of the two groups and circle one action each group took. Put a star beside the sentence that tells how their work influenced people beyond Montgomery. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What did the MIA do, and how did that action help people take part in the boycott?	**The MIA organized carpools so people could get to work without riding city buses.**
2	What two things did Black churches do to help people continue the boycott?	**Churches hosted meetings and helped collect money. They also encouraged people through songs and services.**
3	How did the work of the MIA and Black churches help bring change to Montgomery's buses?	**The MIA's planning and the churches' support helped people stay off the buses. The bus company lost money, and city leaders faced pressure to change.**
4	How did the groups' work matter beyond Montgomery?	**Their work became an example for later efforts to end segregation across the United States.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The MIA could ask churches to host a weekly desk where people sign up for rides. The passage says the MIA organized carpools to help people get to work. A ride desk could help more people avoid the buses, adding pressure to end the unfair rules.

Accept other passage-supported actions and explanations of their effects. For Part 3, look for a joint action not stated in the passage, one accurate passage fact, and a reasonable explanation of its possible impact.