Evidence in Motion

Trace how a historical explanation uses two sources

AWH.P.4.1.A "Compose informative essays and written products, developing a thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the thesis, circle the first mention of each source, and write 1 and 2 beside one supporting fact from each source. Mark the sentences that explain how those facts support the thesis.

How the Montgomery Bus Boycott Endured

1 On December 1, 1955, police arrested Rosa Parks in Montgomery, Alabama, after she refused to surrender her bus seat to a white passenger. Her arrest helped spark a boycott of the city's segregated buses. The protest's lasting impact depended on more than one brave act: daily cooperation kept the boycott going, while a court ruling ended bus segregation. The National Park Service reports that Black residents began boycotting Montgomery buses on December 5, 1955. That date matters because it marks the shift from Parks's individual protest to coordinated action by thousands of riders who changed their routines.

2 The boycott demanded careful planning as well as resolve. The Martin Luther King, Jr. Research and Education Institute at Stanford University explains that the Montgomery Improvement Association organized carpools so people could travel without using city buses. Carpools turned a refusal to ride into a workable daily practice for people who still needed to reach jobs and other destinations. The same institute describes a federal court case, Browder v. Gayle, that challenged bus segregation. The Supreme Court upheld the ruling that segregated seating on Montgomery buses was unconstitutional. Together, transportation planning and legal action gave the protest both staying power and a clear target.

3 These sources illuminate different parts of the same change. The National Park Service's starting date shows how quickly residents organized after Parks's arrest, but a date alone cannot explain how they maintained the boycott. Stanford's account of carpools supplies that missing explanation; its account of Browder v. Gayle also shows why the protest could end with a change in law. The boycott demonstrates that civil rights gains can require both sustained public action and a legal decision. Without the rides that helped participants persist, the case alone would tell only part of the story.

2 ANSWER WITH EVIDENCE

Use the passage

1. Copy the passage's thesis. What two parts of the boycott does it prepare the reader to examine?

2. How does the writer use the National Park Service's date to support the thesis rather than simply report a date?

3. Identify a fact from Stanford's institute about carpools. How does the next sentence explain that fact's importance?

4. Why does the writer include the court ruling after describing carpools?

3 YOUR TURN

Your own words

Write a formal paragraph of 5 to 6 sentences explaining why a historian needs both a starting date and an organizing detail to explain the boycott. State your own thesis, cite one fact from the National Park Service and one from Stanford's institute, explain what each adds, and end with a synthesis.

ANSWER KEY

Evidence in Motion

HIGH SCHOOL · AWH.P.4.1.A

PART 1 · READ AND MARK

Underline the thesis, circle the first mention of each source, and write 1 and 2 beside one supporting fact from each source. Mark the sentences that explain how those facts support the thesis. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Copy the passage's thesis. What two parts of the boycott does it prepare the reader to examine?	**"The protest's lasting impact depended on more than one brave act: daily cooperation kept the boycott going, while a court ruling ended bus segregation." It introduces daily cooperation and the court ruling.**
2	How does the writer use the National Park Service's date to support the thesis rather than simply report a date?	**The writer connects the December 5 start to residents' shift from one person's protest to coordinated action.**
3	Identify a fact from Stanford's institute about carpools. How does the next sentence explain that fact's importance?	**The Montgomery Improvement Association organized carpools. The next sentence explains that rides made the boycott practical for people who still needed to travel.**
4	Why does the writer include the court ruling after describing carpools?	**The order shows two distinct roles: carpools helped people continue the boycott, while the ruling ended bus segregation.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A historian needs evidence of both when the Montgomery bus boycott began and how people kept it going. According to the National Park Service, Black residents began boycotting city buses on December 5, 1955. This date establishes that residents acted together soon after Rosa Parks's arrest, but it does not show how they traveled afterward. Stanford University's Martin Luther King, Jr. Research and Education Institute reports that the Montgomery Improvement Association organized carpools. Those rides help explain how participants could avoid buses while still reaching their destinations. Used together, the two sources show both the boycott's beginning and the planning that sustained it.

Accept accurate paraphrases that distinguish a source's fact from the writer's explanation. In Part 3, look for a distinct thesis, correctly attributed evidence from both sources, and a synthesis rather than a list of facts.