

Presenting a Boycott

Use evidence and format choices to share social studies information.

8.30.C "create written, oral, and visual presentations of social studies information; and"

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that gives the presentation's main message. Circle two facts that support that message, then number 1, 2, and 3 beside the written, oral, and visual presentation choices.

Explaining the Montgomery Bus Boycott

- ① In 1955, Black residents of Montgomery, Alabama, organized a boycott of the city buses after Rosa Parks was arrested for refusing to give up her seat to a white passenger. The boycott began on December 5 and lasted more than a year. Many people walked, shared rides, or used a carpool system. A social studies presentation about this event needs more than dates. It should explain why people acted, how they organized, and what changed because of their actions.
- ② A written section might begin: The Montgomery Bus Boycott showed that organized, nonviolent action could challenge unfair laws. To support that message, the presenter could include Parks's arrest date, December 1, 1955, and the ways residents traveled without buses. Each detail should connect to the main message. Instead of listing every event, the writer selects facts that help an audience understand the boycott's cause, the community's effort, and its impact. The wording stays clear and avoids claims the evidence cannot support on its own.
- ③ For an oral section, a speaker could pause after asking, What would daily travel be like if you could not ride the bus? The question helps listeners connect to the topic. The speaker should use a steady pace and explain unfamiliar terms, such as boycott. A visual section could show three labeled ideas: Parks's arrest, the community's transportation efforts, and the court decision. In *Browder v. Gayle*, a federal court ruled bus segregation unconstitutional. The Supreme Court upheld that ruling, and Montgomery buses were desegregated in December 1956.

2 ANSWER WITH EVIDENCE Use the passage

1 What main message does the suggested written section communicate?

2 Choose one fact the presenter could use to support the main message. Explain what it helps the audience understand.

3 What oral presentation choice helps listeners connect to the topic, and why would it work?

4 How would the suggested visual help an audience understand the boycott?

3 YOUR TURN Your own words

Choose another social studies topic you have studied. In Panel 1, write two sentences with a main message and two supporting facts. In Panel 2, write two speaking notes for an oral presentation. In Panel 3, draw a titled visual with three labeled boxes and arrows that show important ideas or events.

PART 1 • READ AND MARK

Underline the sentence that gives the presentation's main message. Circle two facts that support that message, then number 1, 2, and 3 beside the written, oral, and visual presentation choices. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What main message does the suggested written section communicate?	The Montgomery Bus Boycott showed that organized, nonviolent action could challenge unfair laws.
2	Choose one fact the presenter could use to support the main message. Explain what it helps the audience understand.	Answers may name Parks's December 1, 1955, arrest or residents walking, sharing rides, and using carpools. The fact should be connected to the boycott's cause or the community's effort.
3	What oral presentation choice helps listeners connect to the topic, and why would it work?	The speaker asks listeners to imagine not being able to ride the bus. This helps listeners connect the historical event to daily life.
4	How would the suggested visual help an audience understand the boycott?	It would organize the arrest, the community's transportation efforts, and the court decision into key labeled ideas, showing important parts of the event.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Panel 1: The Erie Canal connected eastern markets to Great Lakes communities. It opened in 1825 and ran from the Hudson River to Lake Erie. Panel 2: Ask listeners how goods traveled before railroads. Explain that the canal lowered transportation costs and helped towns grow. Panel 3: Title: Effects of the Erie Canal. Draw three arrowed boxes labeled Hudson River, Erie Canal opens in 1825, and Great Lakes trade grows.

Accept equivalent wording that accurately identifies the passage's message, evidence, oral choice, or visual purpose. For the open task, check that the student includes accurate social studies information and makes purposeful written, oral, and visual presentation choices.