**Subject area/course**: History/U.S. History

**Grade level/band**: 9-12

**Task source**: Stanford Center for Assessment, Learning, and Equity (SCALE), Author: Daisy Martin

**Montgomery Bus Boycott**

# STUDENT INSTRUCTIONS

1. **Task context**:

In our class we are learning about Southern segregation and the Montgomery Bus Boycott. Historians have explained the success of the Montgomery Bus Boycott in varied ways.

In this task, you will read and analyze a set of primary sources to create a thesis-driven essay explaining the boycott’s success. You will also locate and choose an additional primary source to use in your essay.

# Final product:

Using the documents provided, your self-selected source, and your background knowledge of the Civil Rights Movement and U.S. history, write an argumentative essay in which you evaluate the following statement.

Rosa Parks and Martin Luther King, Jr. were responsible for the success of the Montgomery Bus Boycott. Do you agree with this explanation of the Boycott’s success? Why or why not? Use and cite evidence from the documents to support your explanation of the boycott’s success.

In your essay, be sure to

* + Create a thesis statement or central argument
  + Use evidence from the primary source documents, your self-selected source, and outside information to support your thesis
  + Provide analysis of how each piece of evidence helps to support your position
  + Introduce each document you use
  + Take into account the origins and any point of view that may be presented in a document

# ADDITIONAL INFORMATION

1. **Knowledge and skills you will need to demonstrate on this task:**
   * An understanding of the Montgomery Bus Boycott
   * Document analysis skills that include sourcing and corroborating documents
   * Argumentative writing skills that require evidence-based claims
   * Skill of selecting a relevant source and integrating it into an historical argument
   * Understanding of historical causation

# Materials needed:

You will need

* + Access to the Internet
  + Item A: Chronology, Documents A and B, Graphic Organizer
  + Item B: Documents C-H
  + Item C: Selecting a Source
  + Item D. Peer Review Sheet

# Time requirements:

This task will take 3-6 class periods to complete. Your teacher will provide additional details regarding the task timeline and due dates.

# Scoring:

Your work will be scored using the Montgomery Bus Boycott Argumentative Writing in History 9-12 Rubric. You should make sure you are familiar with the language that describes the expectations for proficient performance.