**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**

# TEACHER'S GUIDE

1. **Task overview**:

Students will write an essay that uses evidence from primary sources and their own background knowledge to make an argument and answer an historical question:

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.

Students will need to read and analyze a set of primary sources to create a thesis-driven essay. They will also locate and choose an additional primary source to use in their essay. This will be part of the scaffolding and instructional activities they will participate in before writing their final argumentative essay.

Focus Performance Outcomes: Students should be able to

* + Write a thesis that clearly answers a prompt;
  + Use and explain evidence to support a claim;
  + Use information about the origins of a source to accurately understand it and use it as evidence in an argument;
  + Understand that historical events have multiple causes;
  + Select a relevant source and integrating evidence from that source into an argument.

# Aligned standards:

1. **Common Core State Standards**

[CCSS.ELA-Literacy.RH.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/1/) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[CCSS.ELA-Literacy.RH.11-12.9](http://www.corestandards.org/ELA-Literacy/RH/11-12/9/) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

[CCSS.ELA-Literacy.WHST.11-12.1](http://www.corestandards.org/ELA-Literacy/WHST/11-12/1/) Write arguments focused on *discipline-specific content*. [CCSS.ELA-Literacy.WHST.9-10.8](http://www.corestandards.org/ELA-Literacy/WHST/9-10/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text

selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

# Critical abilities

Analysis of Information: Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Communication in Many Forms: Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

# Other standards

[C3 Framework](http://education.nationalgeographic.com/media/file/C3-Framework-for-Social-Studies.pdf)

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

# Time/schedule requirements:

3-6 class periods.

# Materials/resources:

Students 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

Document/source credits:

Stanford School of Education and Center for History and New Media, *Rosa Parks Inquiry*, [http://historicalthinkingmatters.org](http://historicalthinkingmatters.org/).

The Martin Luther King Jr. Education and Research Institute, *King Online Encyclopedia*, <http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia_contents>

Document F: Laura Gray, “Freedom is Rising” *The Militant,* March 26, 1956*.* From holtlaborlibrary.org, page created by Shannon Sheppard & Carrie Kahn, 12/01/05 revised 01/22/09.

# Prior knowledge:

Students should

* Have some understanding of the social, political, and economic contexts of post-war America
* Have some experience with using and analyzing multiple sources, including primary sources and timelines
* Have some experience with using evidence to support claims

# Connection to curriculum:

This task connects to study of the Civil Rights Movement and post-War America as well as the study of social change and movements.

# Teacher instructions:

Timing is approximate.

# DAY 1

1. **Introduce the task**

Include:

* + the point that history is an evidence-based argument; and
  + some information about the historical period. (For example

*Over the next few days, you will become the historian, looking at documents from the 1950s to figure out a historical problem and write an argumentative essay. That problem will be about the success of the Montgomery Bus Boycott. Remember that this boycott followed decades of legal segregation in the Southern United States. These segregationist policies helped keep African- Americans in an unequal position in society even after slavery was abolished and the Constitution was amended to ensure every person equal protection of the laws. African-Americans fought discrimination and inequality in varied ways before the 1950s. In 1955, one of our most familiar stories of Civil Rights activism began with the arrest of Rosa Parks in Montgomery Alabama for refusing to give up her seat to a white passenger.)*

# Set historical context more specifically

Introduce the topic (the Montgomery Bus Boycott) and time (1950s) by telling a story using some of the following tools.

* + Show the video at <http://historicalthinkingmatters.org/rosaparks/>
  + Tell a story using the Key Events Chronology.
  + Use photos to help tell the story.
    - <http://www.spartacus.schoolnet.co.uk/USAjimcrow.htm>: Use the photo at end of essay to remind students about Jim Crow laws.
    - <http://www.sites.si.edu/images/exhibits/381/new/pages/parks_jpg.htm>: Use this photo to remind students about Rosa Parks’ arrest. (Even though this photo was taken two months after her Dec. 1 arrest, it can still serve this pedagogical purpose and will be especially helpful when used with Document A: the Police Report of her arrest.)
    - [http://www.sites.si.edu/images/exhibits/381/new/pages/walkers\_jpg.ht m](http://www.sites.si.edu/images/exhibits/381/new/pages/walkers_jpg.htm) : Use this photo to introduce the Bus Boycott.
    - More photos available at <http://www.sites.si.edu/images/exhibits/381/new/index.htm>.

# Warm-up activity: Analyzing two documents

1. Introduce the day’s central question: “What was the role of women in the Montgomery Bus Boycott?”
   * Check to see that students know what a “boycott” is.
2. Hand out Chronology, Document A (Police Report) and Document B (Robinson) and Tool A (graphic organizer), all of which are bundled together in Item A.
3. (Whole class) Teacher Models Document Analysis using Document A: Use the central question and graphic organizer.

Read the document aloud. Include some version of the following steps:

* + First read the title and then ask sourcing questions: What kind of source is this? When was it written? Where was it published? Explain that you are going to the bottom of the document first to find out information about the origins of the document. Read that information aloud. Then show that this information helps you answer the first question on the graphic organizer (Tool A).
  + Show the other questions on Tool A and explain that you will need to read to answer those questions.
  + Model reading the document with purpose. While reading, you can also notice loaded words, ask questions of the text, summarize its meaning, and use background information to understand the text.
  + (Whole class) Answer the questions in writing on Tool A for Document A.

1. (Pair work) Students read document B in pairs and complete Tool A.
2. Whole class: Teacher leads discussion of central question: What was the role of women in the Montgomery Bus Boycott? Make the following two points at some point in the discussion:
   * Stop and Source! Sourcing is important to reading and understanding these documents. In other words, noticing the date and origin of documents is important to accurately analyze the source. For example, Robinson’s letter threatening a boycott was written before Rosa Parks’ arrest which shows that the boycott was not purely a spontaneous event resulting only from Parks’ arrest.
   * Use evidence from the document to support your claims/conclusions. Ask students to support their answers with evidence from the text. In at least two instances, ask students some version of the following questions: What in the text supports that idea? Where do you see that in your document? What is the evidence of that?

# Close:

Ask: How does analyzing these documents challenge or support the story of Rosa Parks that you have heard before?

Possible closing script: *This is what historians have to do when they investigate the past— compare and look across documents to figure out the most complete and accurate story. Rosa Parks was important to the Bus Boycott, but her story isn’t the whole story.*

*Tomorrow we will be working on investigating the reasons the Montgomery Bus Boycott succeeded.*

# DAY 2

1. **Remind students about prior lesson and task**

Include reminders about the reading skills you made explicit on Day 1.

# Pairs: Read and analyze documents.

* 1. Get students into pairs.
  2. Pass out Item B (Documents C-F) to each pair. You could pair the political cartoon (Document F) with Document H to balance the reading loads.
  3. (Pair Work) Students
     + Read, annotate, and discuss assigned document
     + Answer reading questions on the document:
       - What does this document tell you about the reasons for the success of the Montgomery Bus Boycott?
       - What evidence supports your answer?
     + Prepare 1-2 minute presentation for the class that includes:
       - The name of your document;
       - What your document says and implies about the reasons for the success of the Montgomery Bus Boycott?

# Share-out & feedback

Randomly select pairs to present their document until each of the six documents (C-H) has been shared. Tell students to listen for what they learn about the success of the Montgomery Bus Boycott. When appropriate, ask students to back up their statements with evidence from the document or clarify their statements. If incorrect information is shared, ask for input from another pair who read the same document or correct it.

Note: At the end of this activity, each student has read three documents: A, B and the document from C-H that he or she read today. They have heard reports on all of the documents.

# Closing activity

Ask students to summarize what they heard about the success of the Montgomery Bus Boycott.

# DAY 3

1. **Selecting an additional source**

Students use “Selecting an Additional Source” (Item C) to find another source to understand this event and reference and use in their essay.

# Preview the writing task

Explain to students that they will be writing an argumentative essay about the reasons for the success of the Montgomery Bus Boycott. Students should bring their work from these instructional days to class for the next few days.

Pass out or project the rubric. Read and talk through the proficient descriptors, explain that these are expectations students should try to meet when they write argumentative essays.

# DAY 4

Students receive or review the prompt (on the Student Instructions) and write an essay in response.

# DAY 5

Students share essays, do peer review (Item D), and revise their essays.

# Student support:

Additional Scaffolding for Day 1:

* Share a map that shows the location of Montgomery Alabama and ask students what life in the South was like for African-Americans in the 1940s and 50s.
* Ask students to summarize main point of each article.
* After pair work, project Document B on a screen and have one or a few students show how they annotated that document and made sense of it.

Less Scaffolding for Day 1:

* Eliminate modeling step and have students analyze documents without your example.

Additional Scaffolding for Day 2:

* Use heterogeneous groupings.
* Project each document before a pair reports on that document. Ask students to be prepared to show evidence they used to answer the questions on that projected document (Step 2C).
* Have a more extended discussion about the rubric. Include samples of proficient work related to specific rubric dimensions from essays done on another topic.
* Extend the analysis of the documents so all students read and talk about more than three before writing. Pairs or groups could examine all documents using the two guiding questions while the teacher checks their understanding through pair check- ins.

Less Scaffolding for Day 2:

* Students work individually with single document. They then pair up and share their document. Call on individual students to share their analysis of their single document (Steps 2 & 3).

Additional Scaffolding for Day 3:

* Model searching on a site to find a relevant document.
* Select one of the sites for all students to explore.
* Pair students to do this activity.

General

* Additional time may be allotted.
* Extended time and additional supports and tools may be provided. (e.g., an Essay Planning tool).
* All instructions and questions can be shared in writing and orally.

# Extensions or variations:

None provided.

# Scoring:

Student work can be scored using the Montgomery Bus Boycott Argumentative Writing in History 9-12 Rubric.