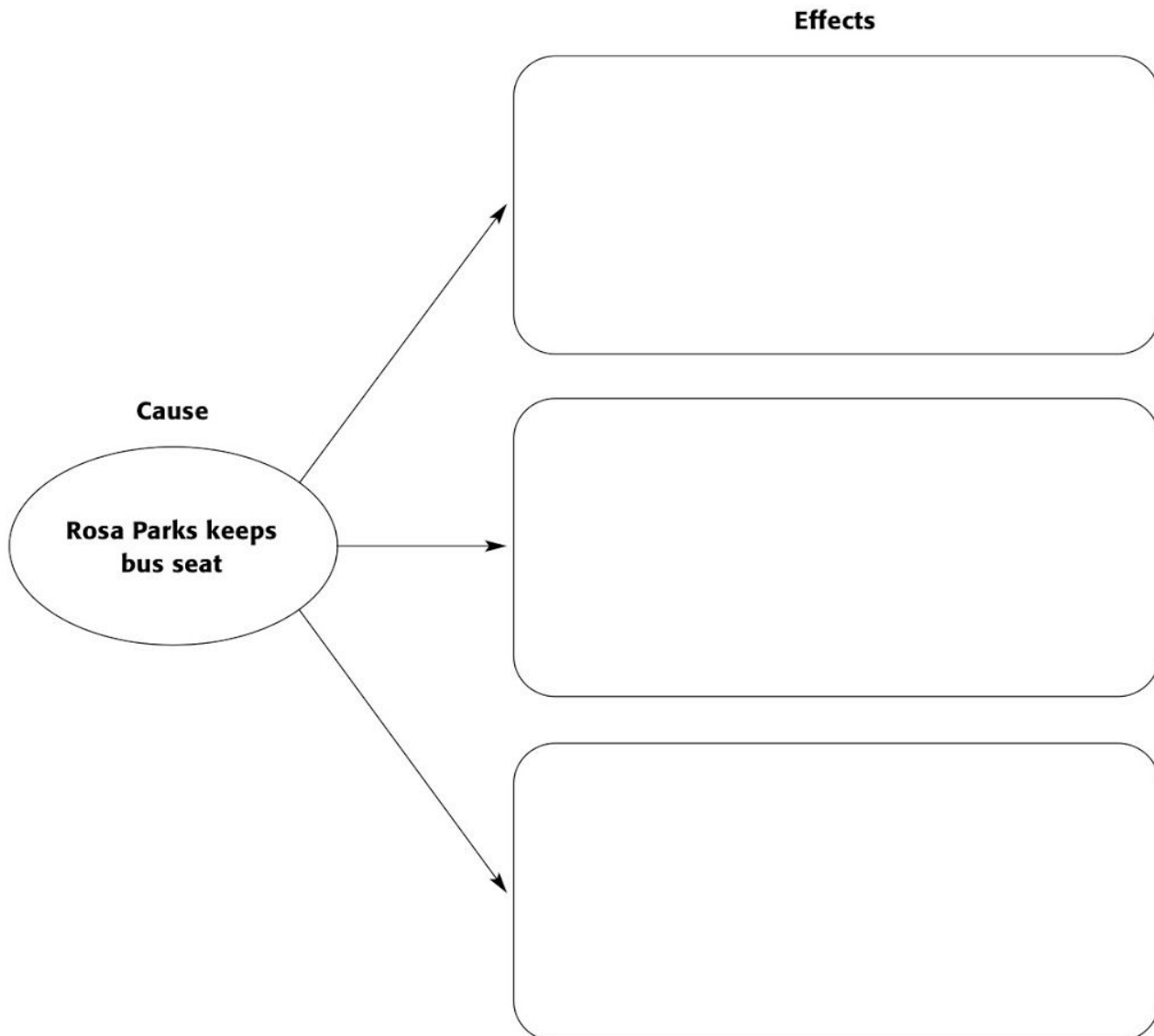


from Montgomery Boycott (page 124) **Active Reading SkillBuilder****Cause and Effect**

Events in real life are often related by **cause and effect**, which means that one event is the reason that another event happens. The first event is the cause; the events produced by the cause are the effects. *Montgomery Boycott* reports a now-famous incident from the civil rights movement in which Mrs. Rosa Parks refused to give up her seat on a bus. As you read, look for evidence of the different effects caused by Mrs. Parks's decision. Record your findings on the diagram shown below.



Name _____

Date _____

***from* Montgomery Boycott (page 124)**

Literary Analysis SkillBuilder

Memoir

A **memoir** is a work of nonfiction that is based on a writer's memory of events and people in his or her life. A memoir can be an autobiography, a biography, or a biographical sketch. A biographical memoir usually blends the writer's knowledge of the subject with other sources of information about the subject, such as newspaper accounts or interviews. In the chart, write statements and information from the selection. Decide whether that information is likely to have come from Mrs. King's memory or from other sources.

Statement/Information	Memory	Other Sources
<i>"Martin came home late Sunday night."</i>	✓	

Follow Up: Discuss how *Montgomery Boycott* represents both an autobiography and a biography. Cite passages from the text that illustrate elements of each.

from Montgomery Boycott (page 124)**Words to Know SkillBuilder****Words to Know**

coercion	degrading	exaltation	militant	perpetuation
coherently	devoid	exposé	oppression	radiant

A. Fill in each set of blanks with the correct word from the word list. The boxed letters will spell out what Martin Luther King, Jr., preferred to call the boycott.

1. This describes others' actions that lower your dignity or your actions when they're beneath you.

_____ _____

2. This is how you try to express yourself when you really want to make your point.

_____ _____ _____

3. An idiom that suggests this method of motivating someone is "to twist one's arm."

_____ _____ _____

4. This is often front-page news; if it deals with a politician, he or she might find re-election difficult.

_____ _____

5. If you want something to last year in, year out (*not* just for the time being), this is what you hope for.

_____ _____

6. This is the opposite of full to the brim; it tends to be followed by *of* (and whatever it is one has none of).

_____ _____

7. This often happens in societies ruled by power-hungry, unfair tyrants.

_____ _____

8. If this describes a group, that group is neither submissive nor yielding and might use a raised fist as its symbol.

_____ _____ _____

9. This raises something up and makes it be, or seem to be, higher, better, and nobler.

_____ _____

10. This describes the sun and, figuratively, people who seem to light up the world.

_____ _____

B. Write a letter to the editor in response to the newspaper articles that were critical of the planned boycott. Use at least **four** of the Words to Know.

from Montgomery Boycott (page 135)**Grammar SkillBuilder: Adverbs**

Key Concept: Writers use adverbs, singly or in combination, to add detail and to create rhythm, suspense, and contrast.

Adverbs

An **adverb** is a word that modifies a verb, an adjective, or another adverb. An adverb answers one of the following questions about the word it modifies—*How? When? Where?* or *To what degree?* Notice the adverbs boldfaced in the following passage from Coretta Scott King’s memoir of the Montgomery boycott. The adverbs *finally* and *almost* answer the question *To what degree?* The adverb *up* answers the question *Where?* And the adverb *aptly* answers the question *How?*

“The fuel that **finally** made that slow-burning fire blaze **up** was an **almost** routine incident. On December 1, 1955, Mrs. Rosa Parks, a forty-two-year-old seamstress whom my husband **aptly** described as ‘a charming person with a radiant personality,’ boarded a bus to go home after a long day working and shopping.”

Activity

Rewrite each sentence by completing each one with the type of adverb indicated in parentheses.

Example: Coretta Scott King works (How?) toward the goal of racial justice.

Rewritten: Coretta Scott King works ceaselessly toward the goal of racial justice.

1. Although most of the passengers were black, the Montgomery City Bus Lines (How?) disregarded their feelings and required them to sit in the back of the bus.
2. To add to this humiliation, they (When?) had to pay at the front of the bus and then get off the bus and board again from the rear.
3. Some bus drivers considered it (To what degree?) funny to pull away before the blacks could reenter at the rear of the bus.
4. In fact, in March of 1955, Claudette Colvin refused to move (Where?) and was subsequently arrested.
5. (When?), Rosa Parks got on a bus.
6. Instead of (How?) giving up her seat to a white person, she refused and was arrested.
7. Once at the courthouse, she (When?) called E. D. Nixon to post her bail.
8. E. D. Nixon began organizing a protest, and he called Dr. Martin Luther King, Jr., after he had (When?) called Ralph Abernathy.
9. They printed thousands of leaflets (How?) asking blacks to boycott the bus line on Monday, December 5.
10. On the morning of December 5, they watched the first bus drive (Where?) with no passengers.

from Montgomery Boycott (page 124)

Selection Quiz

Recall the events described in the selection. Then answer each question in sentences or phrases.

1. In 1955, what two things are black passengers required to do by law on Montgomery, Alabama, buses?

2. What happens when Claudette Colvin is arrested for refusing to give up her seat to a white person?

3. Why is the reaction to Rosa Parks’s arrest more effective than the reaction to Claudette Colvin’s arrest?

4. Why is King pleased that so many black ministers have come to the planning meeting?

5. How does the boycott committee try to make sure that people can get to work without taking buses?

6. How does the white press unknowingly help the bus boycott?

7. What do the Kings see out their window on the morning of the boycott?

8. How does Coretta Scott King react to her husband’s concern about agreeing to be president of the Montgomery Improvement Association?

9. How do King and Abernathy get to the front of the Holt Street Baptist Church?

10. At the Holt Street Baptist Church, King says that people have been “amazingly patient.” What else does he say about patience?

Name _____

Date _____

Montgomery Boycott (page 124)

Selection Test

A. Think about the motivations that caused Rosa Parks and Martin Luther King, Jr., to take action in Montgomery, and Coretta Scott King to write about those actions. Then, in each box below, identify their motivations. Write notes to support your answers with references to the selection and your own ideas. (10 points each)

1. Rosa Parks	2. Martin Luther King, Jr.	3. Coretta Scott King

B. Write the letter of the best answer. This exercise is continued on the next page. (5 points each)

- _____ 1. All of the following statements are true of the African-American customers of the Montgomery City Bus Lines **except** that
- a. they were paying customers.
 - b. they were regular customers.
 - c. their business was taken for granted.
 - d. their business had little effect on the bus company's finances.
- _____ 2. According to Coretta Scott King, Rosa Parks's refusal to give up her seat on the bus was
- a. untimely.
 - b. well-planned.
 - c. completely justified.
 - d. a simple misunderstanding.
- _____ 3. Coretta Scott King implies that the **main** purpose of the Montgomery bus boycott was to
- a. help Rosa Parks.
 - b. put the bus company out of business.
 - c. put an end to the bus company's segregation policies.
 - d. promote the use of black-owned transportation services.

