

## Threads & Themes Grade 8, Unit 1, Investigation 2 Summative Assessment (Teacher Edition)

Focus Standards: RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.9, L.8.1, L.8.2.b, L.8.2.e, L.8.3.a, L.8.4.a, L.8.5.c, L.8.6

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### PASSAGE 1

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#### ***A Boycott Before Montgomery: Baton Rouge Tests a Strategy*** —

Lexile: 1010L | Informational

(1) In many histories, the story of bus boycotts begins in Montgomery. But two years earlier, Black residents in Baton Rouge, Louisiana, tested a strategy that would echo across the Civil Rights Movement: organized, nonviolent resistance aimed at a city system that enforced segregation.

(2) At the time, Baton Rouge buses followed a strict racial order. Black riders—who made up most of the paying customers—were often forced to stand even when seats were available in the “white” section. Drivers had the power to decide where the “colored” section began, and that line could move depending on who boarded. The rule was not just inconvenient; it was discrimination built into daily routine. Riders could be treated as if they were less deserving of comfort and respect, and the policy quietly reinforced a message of unequal citizenship.

(3) When city leaders considered a local change to seating rules, many Black residents hoped the policy would improve. Instead, a new plan still protected segregation’s core idea: white riders would keep priority in seating, while Black riders would be expected to adjust. For community organizers, this kind of “halfway” change created a familiar dilemma. Should a partial fix be accepted because it was a step forward or rejected because it preserved an unjust system?

(4) Local leaders and ministers helped coordinate a response, but what made the boycott powerful was how many ordinary riders participated. People organized carpools. Churches became communication hubs. Some residents walked long distances to work rather than comply with rules they believed were immoral. This was not a spontaneous outburst. It required discipline, planning, and group accountability—people following through even when it was inconvenient or risky.

(5) City officials reacted quickly. Some argued that the boycott was harmful to the economy or disruptive to “order.” Others treated the boycott as an unreasonable

demand rather than a response to unfair treatment. This pushback was part of a predictable pattern: when protestors challenged a system, the system often answered with backlash—criticism, pressure, or attempts to make people give up. In Baton Rouge, the city took steps to protect the bus system’s control, including legal and policy moves designed to weaken the boycott’s impact.

(6) The boycott also revealed a key cause-and-effect relationship in civil rights organizing: when authorities refused meaningful change, protestors adapted their strategy rather than quitting. Organizers did not simply repeat the same actions; they adjusted plans, strengthened communication, and clarified their purpose. In community meetings, speakers emphasized that the issue was not only seating. It was dignity. It was the right to be treated fairly in public life. By connecting the boycott to broader principles, leaders helped participants stay committed when progress felt slow.

(7) Over time, Baton Rouge’s protest produced limited change and ongoing conflict. Some residents viewed the boycott as a victory because it proved the power of organized resistance. Others saw it as incomplete because segregation remained deeply rooted. This tension raises an enduring question about civic memory: How do people remember a movement when the outcome is partial? If a story is told only as “success” or only as “failure,” it can miss a more complicated truth—how actions build knowledge, strategy, and confidence over time.

(8) Today, the Baton Rouge bus boycott is less widely remembered than Montgomery, even though it helped shape later protests. That does not mean it was unimportant. Sometimes civic memory works like a spotlight: it shines brightly on a few events while leaving others in shadow.

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**ITEMS — PASSAGE 1**

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**Item 1** — RI.8.2 | Central idea | DOK 2 | Multiple Choice

**Which statement BEST expresses a central idea of “*A Boycott Before Montgomery*”?**

- A) The Baton Rouge boycott showed how intentional resistance could challenge segregation even when change was limited.
- B) The Baton Rouge boycott succeeded mainly because city officials welcomed compromise.
- C) The Baton Rouge boycott was important because it happened before Montgomery.
- D) The Baton Rouge boycott followed a pattern set in previous protests.

**Item 2** — L.8.4.a | Word meaning in context | DOK 2 | Multiple Choice

Read this sentence from “*A Boycott Before Montgomery*”.

*For community organizers, this kind of “halfway” change created a familiar dilemma.*

**What is the meaning of the phrase “halfway” change in this sentence?**

- A) a fair solution
- B) a temporary mistake
- C) a partial improvement
- D) a new system

**Item 3** — RI.8.3 | Cause and effect | DOK 2 | Multiple Choice

**Which cause-and-effect relationship is described in “*A Boycott Before Montgomery*”?**

- A) Because riders refused to pay fares, the city ended bus service.
- B) Because officials offered full integration, organizers ended the boycott.
- C) Because meaningful change was refused, organizers adjusted their strategies.
- D) Because the boycott was justified, its goals were reached.

**Item 4** — RI.8.6 | Author viewpoint | DOK 3 | Multiple Choice

**In “A Boycott Before Montgomery,” what is the author’s viewpoint about how civic memory works?**

- A) Civic memory is shaped by which events receive the most attention.
- B) Civic memory records the most important events accurately.
- C) Civic memory is determined by laws and court decisions.
- D) Civic memory is a matter of personal choice.

**Item 5** — RI.8.2 | Supporting details | DOK 2 | Multi-Select (select TWO)

**Select TWO details that BEST support the central idea of “A Boycott Before Montgomery” that the boycott depended on organized, disciplined collective action.**

- A) Churches became communication hubs.
- B) Drivers could move the line defining each section.
- C) People formed carpools and walked long distances.
- D) The boycott had an impact on future events.
- E) Residents expressed frustration with the limited change offered by city leaders.

**Item 6** — L.8.6 | Academic vocabulary | DOK 1 | Multiple Choice

Read this sentence from “A Boycott Before Montgomery”.

*This pushback was part of a predictable pattern: when protestors challenged a system, the system often answered with backlash—criticism, pressure, or attempts to make people give up.*

**Which sentence correctly uses the word backlash as it is used the sentence above?**

- A) When the city proposed stricter rules to stop carpools, the plan caused a backlash from community members who supported the boycott.
- B) When the boycott spread across the city, the effort gained backlash as churches organized carpools and shared rides.
- C) When the city reviewed its transportation policies, leaders announced a backlash that would improve seating rules for riders.

D) When organizers met to discuss next steps, they created a backlash of volunteers to keep the boycott going.

**Item 7** — RI.8.3 | Author’s purpose | DOK 3 | Multiple Choice

Reread Paragraph 3 of “*A Boycott Before Montgomery*”.

**Why does the author include the dilemma about accepting a “partial fix” versus rejecting it?**

- A) to show that organizers had multiple goals
- B) to argue that even limited integration is worthwhile
- C) to highlight a strategic and moral conflict
- D) to prove that city leaders acted in good faith

**Item 8** — RI.8.1 | Textual evidence | DOK 1 | Multiple Choice

**Which sentence from “*A Boycott Before Montgomery*” BEST supports the idea that the resistance in Baton Rouge was thoughtfully planned?**

- A) “City officials reacted quickly.”
- B) “At the time, Baton Rouge buses followed a strict racial order.”
- C) “This was not a spontaneous outburst.”
- D) “Sometimes civic memory works like a spotlight: it shines brightly on a few events while leaving others in shadow.”

**Item 9** — RI.8.4 | Figurative language | DOK 2 | Multiple Choice

**The author’s use of the word spotlight in the final paragraph of “*A Boycott Before Montgomery*” MAINLY helps readers understand that civic memory is**

...

- A) sometimes selective in nature.
- B) a fixed record that never changes.
- C) controlled only by eyewitnesses.
- D) limited to written documents.

**Item 10** — L.8.5.c | Connotation | DOK 2 | Multiple Choice

Read this sentence from “*A Boycott Before Montgomery*”.

*Organizers did not simply repeat the same actions; they adjusted plans, strengthened communication, and clarified their purpose.*

**Which word or phrase is closest in meaning to clarified in this sentence?**

- A) established
- B) questioned
- C) explained
- D) simplified

**Item 11** — RI.8.5 | Text structure | DOK 3 | Multiple Choice

**How does the structure of “*A Boycott Before Montgomery*” help develop its ideas?**

- A) It lists a series of events to teach others how to protest effectively.
- B) It focuses on the contributions of individuals to highlight the value of leadership skills.
- C) It presents questions to suggest that some details of the effort are unknown.
- D) It describes actions and outcomes to reveal why an event was important.

**Item 12** — RI.8.1 | Textual evidence | DOK 1 | Multiple Choice

**According to “*A Boycott Before Montgomery*,” which group made up most of the paying bus customers in Baton Rouge?**

- A) white riders
- B) tourists
- C) Black riders
- D) local business owners

## ***When a Movement Meets a Wall: Albany, Georgia, and the Problem of Interpretation*** — Lexile: approx. 960L | Informational

(1) In civil rights history, some events are remembered as clear turning points: a confrontation, a public decision, a visible change. But not every campaign fits that shape. In Albany, Georgia, in the early 1960s, protestors built a broad movement against segregation only to face a system that seemed designed to absorb pressure without changing. The Albany Movement became a lesson in both strategy and interpretation—how different sources can describe the same events and disagree about what they mean.

(2) Albany's segregation was not limited to one place. Protestors targeted the city's entire public system: bus stations, libraries, parks, and more. Student organizers and local leaders used nonviolent tactics—marches, sit-ins, and mass meetings—to challenge rules that treated Black citizens as second-class. Their actions relied on discipline and careful planning. Protestors understood that they would be judged not only by what they demanded, but also by how they behaved under pressure.

(3) Authorities responded with arrests. Large numbers of protestors were jailed, and the city used legal power to disrupt the movement. From one perspective, the arrests made the campaign look like a loss: people were removed from the streets, and public life continued. But from another perspective, the arrests revealed the system's fear of organized resistance. They also created a new cause-and-effect chain: the more the city relied on punishment, the more protestors had to decide whether to keep escalating collective action or reduce risk.

(4) At the center of the Albany story is a problem of historical understanding: separating fact from interpretation. Many sources agree on basic facts. Protestors demonstrated. People were arrested. Meetings took place. National leaders visited. Yet sources often disagree about the campaign's outcome. Some accounts describe Albany as a failure because it did not produce immediate, visible desegregation. Other accounts describe it as essential training because it helped organizers learn what worked—and what did not—when confronting a flexible, well-prepared system.

(5) Why would the same event be framed so differently? Part of the answer lies in how the movement was reported and remembered. News reports sometimes highlight drama: clashes, powerful speeches, or sudden change. Albany offered fewer dramatic visuals of sudden victory. City leaders tried to avoid the kind of

images that had shocked the nation in other places. Instead of using obvious violence in front of cameras, officials often relied on administrative tools—permits, controlled arrests, and court procedures. The result was a campaign that was harder to “read” from a distance. Without a single headline moment, viewers could interpret the situation in conflicting ways.

(6) Activists, however, could interpret Albany through lived experience and testimony. They described constant pressure, repeated arrests, and the emotional discipline required to keep showing up. Their interpretation was shaped by what it felt like to organize over time: to persuade neighbors, coordinate rides, raise bail funds, and remain calm under harassment. From this perspective, Albany mattered because it strengthened networks and sharpened strategy. The movement’s value was not only the immediate outcome, but also the knowledge built through struggle.

(7) This difference matters for civic memory because it changes what later generations believe about progress. If Albany is remembered only as failure, the lesson can become oversimplified: “If you don’t win quickly, protest doesn’t work.” If Albany is remembered only as a success, the real difficulty of confronting a system that adapts can disappear. A fuller understanding requires a more precise claim: Albany showed that change depends not just on courage, but also on how systems respond—and how movements adjust their strategy in return.

(8) Albany also demonstrates why comparing sources is central to understanding history. A news report might emphasize whether policies changed immediately. A memoir might emphasize what protestors learned, feared, or decided. A government record might describe arrests in neutral language that hides power relationships. Each source selects details and uses language that frames meaning.

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**ITEMS — PASSAGE 2**

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**Item 13** — RI.8.2 | Central idea | DOK 2 | Multiple Choice

Which statement **BEST** expresses a central idea of “*When a Movement Meets a Wall*”?

- A) Albany’s campaign shows that history is simple when facts are known.
- B) Albany proves that nonviolent protest is too challenging to sustain.
- C) Albany’s efforts illustrate that leaders who are brave are likely to be successful.
- D) Albany demonstrates that outcomes of events can be understood differently by different people.

**Item 14** — L.8.3.a | Active/passive voice | DOK 2 | Multiple Choice

Read this sentence from “*When a Movement Meets a Wall*”.

*Large numbers of protestors were jailed, and the city used legal power to disrupt the movement.*

Which revision uses active voice to make responsibility clearer?

- A) Large numbers of protestors were jailed, and disruption occurred in the city.
- B) The city jailed large numbers of protestors and disrupted the movement.
- C) Jailing happened in the city, and the movement was disrupted.
- D) The movement was disrupted by events in the city that were unavoidable.

**Item 15** — RI.8.3 | Cause and effect | DOK 2 | Multiple Choice

Which factor does the author of “*When a Movement Meets a Wall*” say helped activists in Albany strengthen their networks?

- A) having to learn how to organize their community
- B) having to make powerful speeches for the media
- C) having to avoid legal punishment
- D) having to teach future generations

**Item 16** — RI.8.6 | Fact vs. interpretation | DOK 2 | Multiple Choice

**How does “*When a Movement Meets a Wall*” distinguish between fact and interpretation?**

- A) by claiming that the way individuals interpret events they observe can be incorrect
- B) by arguing that news reports are the main source of facts
- C) by listing dates to prevent disagreement about events
- D) by showing that basic events can be agreed upon while meaning and outcome are framed differently

**Item 17** — RI.8.5 | Text structure | DOK 3 | Multiple Choice

**In paragraph 13 of “*When a Movement Meets a Wall*,” why does the author include the explanation about officials using “administrative tools” instead of obvious public violence?**

- A) to suggest the protestors knew they could expect legal penalties such as arrests or fines
- B) to prove that news outlets were working in partnership with city leaders
- C) to show how the courts were used as a path to end segregation
- D) to explain how the city limited dramatic images to try to control how the campaign was viewed

**Item 18** — L.8.2.b | Ellipsis usage | DOK 1 | Multiple Choice

Read this sentence from “*When a Movement Meets a Wall*”.

*Instead of using obvious violence in front of cameras, officials often relied on administrative tools—permits, controlled arrests, and court procedures.*

**Which option uses an ellipsis correctly to shorten the quoted idea without changing meaning?**

- A) “Officials relied on ... cameras.”
- B) “Instead of violence ... relied on administrative tools. ...”
- C) “Officials relied on administrative tools—permits ... violence ... court procedures.”

D) “Instead of using obvious violence ... officials often relied on administrative tools—permits, controlled arrests, and court procedures.”

**Item 19** — RI.8.6 | Author evaluation | DOK 3 | Multi-Select (select TWO)

**Select TWO statements from “*When a Movement Meets a Wall*” that express the author’s evaluation of the Albany Movement.**

- A) “Protestors demonstrated.”
- B) “...the arrests revealed the system’s fear of organized resistance.”
- C) “News reports sometimes highlight drama...”
- D) “Albany mattered because it strengthened networks and sharpened strategy.”
- E) “Meetings took place.”

**Item 20** — RI.8.1 | Textual evidence | DOK 1 | Multiple Choice

**Which tactic is specifically listed as part of the protestors’ nonviolent approach in “*When a Movement Meets a Wall*”?**

- A) armed patrols
- B) sit-ins
- C) destruction of public property
- D) secret negotiations

**Item 21** — RI.8.4 | Figurative language | DOK 2 | Multiple Choice

Read this sentence from “*When a Movement Meets a Wall*”.

*The result was a campaign that was harder to “read” from a distance.*

**What does the underlined phrase MAINLY mean about the Albany campaign?**

- A) that it was described using unfamiliar words
- B) that it was difficult for outsiders to interpret
- C) that it was written about in confusing sentences with no clear topic
- D) that it was impossible to understand without visiting the city

**Item 22** — L.8.1 | Sentence structure | DOK 2 | Multiple Choice

Read this sentence from “*When a Movement Meets a Wall*”.

*Without a single headline moment, viewers could interpret the situation in conflicting ways.*

**Which sentence is the clearest and most grammatically complete revision that keeps the meaning of the original?**

- A) “Without a single headline moment, interpreting the situation in conflicting ways.”
- B) “Viewers could interpret the situation without a single headline moment.”
- C) “Without a single headline moment, viewers interpreted, conflicting.”
- D) “Viewers could interpret the situation in conflicting ways without a single headline moment.”

**Item 23** — RI.8.3 | Cause-and-effect chain | DOK 2 | Multiple Choice

**Which statement BEST explains the “cause-and-effect chain” described in paragraph 11 of “*When a Movement Meets a Wall*”?**

- A) Arrests ended the movement because protestors in Albany stopped meeting.
- B) Arrests forced protestors to make choices about how to move forward.
- C) Arrests caused national leaders to avoid Albany.
- D) Arrests led to an increased desire to resume public life.

**Item 24** — L.8.4.a | Word meaning | DOK 1 | Multiple Choice

Read this sentence from “*When a Movement Meets a Wall*”.

*A fuller understanding requires a more precise claim: Albany showed that change depends not just on courage, but also on how systems respond—and how movements adjust their strategy in return.*

**In this sentence, what does the word precise MOST nearly mean?**

- A) exact
- B) exciting
- C) formal
- D) flexible

**Item 25** — RI.8.2 | Central idea | DOK 3 | Multiple Choice

**Which statement BEST captures the concluding claim of “*When a Movement Meets a Wall*” about understanding history?**

- A) The best way to understand history is to rely on one authoritative source that presents events clearly and accurately.
- B) Understanding history requires comparing sources because each frames meaning through selected details and language.
- C) Government records are more reliable accounts of history than memoirs.
- D) History teaches that if policies do not change quickly, movements should stop.

**Item 26** — RI.8.9 | Compare passages | DOK 2 | Multiple Choice

**Which comparison is MOST accurate about how the two passages describe movement outcomes?**

- A) Both passages describe how desegregation was achieved by local movements.
- B) Passage 1 emphasizes how partial change complicates memory; Passage 2 emphasizes how interpretation differs when visible change is limited.
- C) Passage 1 argues that protests succeed only through nonviolence; Passage 2 argues that protests succeed only through collaboration with government officials.
- D) Both passages examine narrowly focused protest movements.

**Item 27** — RI.8.6 / RI.8.9 | Source framing | DOK 3 | Sorting/Matching

**Match each source type to the framing it would MOST LIKELY emphasize, based on the explanation in “*When a Movement Meets a Wall*” and supported by ideas in “*A Boycott Before Montgomery*”.**

**Source Types:**

1. News report
2. Memoir / testimony

3. Government record
4. Community meeting speech

**Framing/Emphasis Options:**

- A. Neutral-sounding description of arrests or procedures that can hide power relationships
- B. Lived experience over time: fear, discipline, organizing decisions, and meaning
- C. Drama and “headline moments,” often focusing on visible conflict or turning points
- D. Moral purpose and dignity language that links events to broader principles

## SPELLING

*Administrator note: Read the word, then read the sentence, then repeat the word clearly, and pause for students to write.*

**Item 28** — L.8.2.e | Spelling | DOK 1 | FITB

### **advantage**

Organizers recognized that peaceful protest gave them an **advantage**, because it kept public attention on the injustice of the system rather than on their own behavior.

### **advantage**

Write the spelling word you heard:

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**Item 29** — L.8.2.e | Spelling | DOK 1 | FITB

### **nonviolence**

The principle of **nonviolence** required participants to remain calm and disciplined even when they faced harassment or arrest.

### **nonviolence**

Write the spelling word you heard:

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**Item 30** — L.8.2.e | Spelling | DOK 1 | FITB

### **humiliating**

Being forced to give up a seat or enter through a back door was **humiliating**, and that daily mistreatment united many residents around a common cause.

### **humiliating**

Write the spelling word you heard:

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**Item 31** — L.8.2.e | Spelling | DOK 1 | FITB

### **passive**

The protesters were anything but **passive**: their disciplined, organized resistance required constant effort and commitment.

**passive**

Write the spelling word you heard:

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## ANSWER KEY

#	Answer	Standard	Skill	DOK	Type
1	A	RI.8.2	Central idea	2	MC
2	C	L.8.4.a	Word meaning in context	2	MC
3	C	RI.8.3	Cause and effect	2	MC
4	A	RI.8.6	Author viewpoint	3	MC
5	A, C	RI.8.2	Supporting details (MS)	2	TEI – Multi Select
6	A	L.8.6	Academic vocabulary	1	MC
7	C	RI.8.3	Author’s purpose	3	MC
8	C	RI.8.1	Textual evidence	1	MC
9	A	RI.8.4	Figurative language	2	MC
10	C	L.8.5.c	Connotation	2	MC
11	D	RI.8.5	Text structure	3	MC
12	C	RI.8.1	Textual evidence	1	MC
13	D	RI.8.2	Central idea	2	MC
14	B	L.8.3.a	Active/passive voice	2	MC
15	A	RI.8.3	Cause and effect	2	MC
16	D	RI.8.6	Fact vs. interpretation	2	MC
17	D	RI.8.5	Text structure	3	MC
18	D	L.8.2.b	Ellipsis usage	1	MC
19	B, D	RI.8.6	Author evaluation (MS)	3	TEI – Multi Select
20	B	RI.8.1	Textual evidence	1	MC
21	B	RI.8.4	Figurative language	2	MC
22	D	L.8.1	Sentence structure	2	MC

23	<b>B</b>	RI.8.3	Cause-and-effect chain	2	MC
24	<b>A</b>	L.8.4.a	Word meaning	1	MC
25	<b>B</b>	RI.8.2	Central idea	3	MC
26	<b>B</b>	RI.8.9	Compare passages	2	MC
27	<b>1→C, 2→B, 3→A, 4→D</b>	RI.8.6 / RI.8.9	Source framing	3	TEI – Matching
28	<b>advantage</b>	L.8.2.e	Spelling	1	FITB
29	<b>nonviolence</b>	L.8.2.e	Spelling	1	FITB
30	<b>humiliating</b>	L.8.2.e	Spelling	1	FITB
31	<b>passive</b>	L.8.2.e	Spelling	1	FITB

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## RATIONALE APPENDIX

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### Item 1 — RI.8.2

✓ **Correct:** A) This matches the passage’s focus on organized resistance, strategy, and partial outcomes—the core of what the passage argues about the Baton Rouge boycott.

✗ **Incorrect:** B) Officials pushed back and tried to protect the system’s control; they did not welcome compromise.

✗ **Incorrect:** C) The passage argues the boycott mattered for its strategies and lessons, not simply because of its place in a timeline.

✗ **Incorrect:** D) The passage emphasizes that the Baton Rouge boycott shaped future protests rather than following methods from previous ones.

### Item 2 — L.8.4.a

✗ **Incorrect:** A) The passage presents the proposed change as morally and structurally insufficient, not fair or equitable.

✗ **Incorrect:** B) The phrase describes intentional design limits in the policy, not a temporary confusion or error.

✓ **Correct:** C) The context shows the plan preserved segregation’s core structure while offering only partial adjustment, making “partial improvement” the most accurate meaning.

✗ **Incorrect:** D) The passage states that segregation remained deeply rooted; the plan was not a new system but a variation of the existing one.

### Item 3 — RI.8.3

✗ **Incorrect:** A) The passage does not describe riders refusing to pay or the city ending service; riders stopped riding altogether.

✗ **Incorrect:** B) Officials preserved segregation’s core idea; they did not offer full integration.

✓ **Correct:** C) Paragraph 6 directly describes this: when authorities refused meaningful change, protestors adapted rather than quitting.

✗ **Incorrect:** D) The passage emphasizes that the boycott’s outcome was partial, not that its goals were reached.

### Item 4 — RI.8.6

✓ **Correct:** A) The “spotlight” metaphor in paragraph 8 directly expresses this: civic memory shines on some events while leaving others in shadow, suggesting that attention—not importance—shapes what is remembered.

✗ **Incorrect:** B) The passage argues the opposite: the Baton Rouge boycott was important but less remembered, which means memory does not reliably reflect importance.

✗ **Incorrect:** C) Courts and laws are not described as the mechanism of civic memory in the passage.

✗ **Incorrect:** D) The passage treats civic memory as a collective and institutional phenomenon, not a private, individual choice.

### Item 5 — RI.8.2

✓ **Correct:** A) Churches serving as communication hubs is a specific example of organized coordination, directly supporting the idea that the boycott was collectively planned.

✗ **Incorrect:** B) This detail describes how segregation operated, not how the boycott was organized or sustained.

✓ **Correct:** C) Forming carpools and walking long distances shows disciplined collective participation in an organized alternative to bus travel.

✗ **Incorrect:** D) The passage mentions the boycott’s broader impact, but this detail does not specifically illustrate the organized, disciplined nature of the boycott itself.

✗ **Incorrect:** E) Residents’ frustration with limited change contributed to motivation but is not evidence of organized, disciplined collective action.

### Item 6 — L.8.6

✓ **Correct:** A) “Backlash” means a strong negative reaction to an action; here, the stricter rules produced opposition from the community, which matches the passage’s definition.

✗ **Incorrect:** B) This sentence uses “backlash” as if it means growing support or momentum, which is the opposite of its meaning.

✗ **Incorrect:** C) This sentence uses “backlash” as if it refers to a policy change or announcement, which does not match.

✗ **Incorrect:** D) This sentence uses “backlash” as if it means a group of organized volunteers, treating it as a positive collective action rather than a hostile reaction.

### Item 7 — RI.8.3

✗ **Incorrect:** A) The passage portrays organizers as disciplined and purposeful; the dilemma is not about multiple competing goals but about whether a limited concession should be accepted.

✗ **Incorrect:** B) The passage questions partial fixes that preserve the core of an unjust system; it does not advocate for accepting limited integration.

✓ **Correct:** C) The dilemma frames both strategic thinking (does a partial fix move us forward?) and moral reasoning (does accepting it legitimize the underlying injustice?), revealing the complexity of organizing against an entrenched system.

✗ **Incorrect:** D) The passage presents city leaders as trying to protect the existing system, not as acting in good faith.

#### Item 8 — RI.8.1

✗ **Incorrect:** A) This sentence describes how officials responded, not how the boycott was organized.

✗ **Incorrect:** B) This sentence describes the structure of segregation on Baton Rouge buses, not the planning behind the boycott.

✓ **Correct:** C) This sentence directly states that the resistance was not accidental or impulsive, which best supports the idea that it was thoughtfully planned.

✗ **Incorrect:** D) This sentence addresses civic memory and historical remembrance, not the planning of the Baton Rouge boycott.

#### Item 9 — RI.8.4

✓ **Correct:** A) A spotlight illuminates some areas while leaving others in darkness, suggesting that civic memory focuses on some events and overlooks others—not because they are unimportant, but because of how attention is distributed.

✗ **Incorrect:** B) The metaphor implies selection and variability, not permanence or fixedness.

✗ **Incorrect:** C) The passage does not suggest that eyewitnesses control what is remembered; the spotlight metaphor refers to collective or cultural attention.

✗ **Incorrect:** D) The passage does not limit civic memory to written documents; the metaphor encompasses all forms of public remembrance.

#### Item 10 — L.8.5.c

✗ **Incorrect:** A) The organizers already had a purpose; the context suggests they made it clearer, not that they created it anew.

✗ **Incorrect:** B) The context shows organizers were strengthening their commitment and focus, not questioning their direction.

✓ **Correct:** C) The context—adjusting plans and strengthening communication—suggests organizers made their purpose clearer and more understandable, which matches “explained.”

✗ **Incorrect:** D) Simplified suggests reducing complexity; the passage implies the organizers were becoming more focused and articulate, not necessarily simpler.

**Item 11 — RI.8.5**

- ✗ **Incorrect:** A) Events are not listed as a how-to guide; they are connected through cause-and-effect relationships and reflection on their significance.
- ✗ **Incorrect:** B) The passage emphasizes collective community action and organizing, not individual leadership accomplishments.
- ✗ **Incorrect:** C) The passage uses rhetorical questions to engage readers and explore meaning, not to indicate that facts are unknown.
- ✓ **Correct:** D) The passage traces actions (organizing, marching, adapting strategy) and their outcomes (limited change, civic memory, influence on later movements) to build an argument about the boycott's historical importance.

**Item 12 — RI.8.1**

- ✗ **Incorrect:** A) The passage states Black riders made up most of the paying customers, not white riders.
- ✗ **Incorrect:** B) Tourists are not mentioned in the passage.
- ✓ **Correct:** C) Paragraph 2 states directly that Black riders made up most of the paying customers.
- ✗ **Incorrect:** D) Local business owners are not mentioned as a customer category in the passage.

**Item 13 — RI.8.2**

- ✗ **Incorrect:** A) The passage repeatedly emphasizes the complexity of interpretation, not simplicity.
- ✗ **Incorrect:** B) The passage argues that the Albany Movement built networks and sharpened strategy, not that it proved nonviolent protest was unsustainable.
- ✗ **Incorrect:** C) The passage acknowledges that courage is necessary but argues that success depends on additional factors, including how systems respond.
- ✓ **Correct:** D) The passage's central focus is how the same events—the Albany Movement—can be framed as failure or success depending on which perspective and sources a reader relies on.

**Item 14 — L.8.3.a**

- ✗ **Incorrect:** A) The first clause remains in the passive voice, and the second clause removes the agent (“disruption occurred” without naming who caused it).
- ✓ **Correct:** B) This sentence names the actor (“the city”) and uses active verbs (“jailed,” “disrupted”), making clear who took these actions.
- ✗ **Incorrect:** C) This revision removes agency entirely, using vague phrasings like “jailing happened.”

✗ **Incorrect:** D) This revision keeps the passive structure and adds a vague, misleading claim (“unavoidable”) that obscures responsibility.

### Item 15 — RI.8.3

✓ **Correct:** A) Paragraph 14 explains that the experience of persuading neighbors, coordinating rides, and raising bail funds—all forms of community organizing—strengthened networks over time.

✗ **Incorrect:** B) The passage mentions media coverage and powerful speeches, but does not connect these to network strengthening.

✗ **Incorrect:** C) The passage describes legal punishment as a challenge activists faced, not as a factor that strengthened their networks.

✗ **Incorrect:** D) The passage addresses how later generations might interpret Albany but does not describe teaching future generations as the factor that built activist networks.

### Item 16 — RI.8.6

✗ **Incorrect:** A) The passage argues that interpretations can legitimately differ, not that they are errors to be corrected.

✗ **Incorrect:** B) The passage presents news reports as one of several source types, each with its own framing, not as the primary source of facts.

✗ **Incorrect:** C) The passage does not list dates as a way to resolve interpretive disagreement.

✓ **Correct:** D) Paragraph 12 explicitly states that sources agree on basic facts (protests, arrests, meetings) while disagreeing about outcome and significance.

### Item 17 — RI.8.5

✗ **Incorrect:** A) The point concerns how the movement was reported and interpreted, not what protesters expected.

✗ **Incorrect:** B) The passage critiques media coverage of drama but does not claim that news outlets were collaborating with city officials.

✗ **Incorrect:** C) Courts are presented as tools used to maintain control, not as a constructive path toward ending segregation.

✓ **Correct:** D) By using administrative tools rather than visible violence, officials avoided the dramatic images that generated national outrage elsewhere, making the Albany campaign harder to “read” and easier to frame as a failure.

### Item 18 — L.8.2.b

✗ **Incorrect:** A) This edit removes the key contrast between violence and administrative tools, fundamentally changing the meaning.

✗ **Incorrect:** B) This edit is too vague and incomplete to preserve meaning; the ellipses remove critical content.

✗ **Incorrect:** C) This edit scrambles the original structure by inserting “violence” into a list of administrative tools, distorting the relationship between ideas.

✓ **Correct:** D) This edit correctly removes the middle phrase (“in front of cameras”) while preserving the sentence’s main contrast and meaning intact.

#### Item 19 — RI.8.6

✗ **Incorrect:** A) This sentence states a basic fact about what occurred; it reports an event without expressing the author’s judgment of the movement’s significance.

✓ **Correct:** B) This statement interprets the arrests by assigning them meaning—the system’s fear. It goes beyond reporting facts to evaluate what the arrests reveal about power and resistance.

✗ **Incorrect:** C) This sentence explains how media coverage shapes interpretation in general; it describes a media phenomenon rather than evaluating the Albany Movement specifically.

✓ **Correct:** D) This statement clearly evaluates the movement’s historical significance by arguing that Albany “mattered” because it built capacity for future organizing.

✗ **Incorrect:** E) Like option A, this sentence states a basic fact about events that occurred; it contains no authorial judgment or evaluation.

#### Item 20 — RI.8.1

✗ **Incorrect:** A) The passage describes nonviolent tactics; armed patrols contradict the approach described.

✓ **Correct:** B) Paragraph 10 specifically lists sit-ins among the nonviolent tactics used by protestors in Albany.

✗ **Incorrect:** C) Destruction of public property is not included in the passage and contradicts the nonviolent approach described.

✗ **Incorrect:** D) The passage describes public actions—marches, sit-ins, mass meetings; secret negotiations are not mentioned.

#### Item 21 — RI.8.4

✗ **Incorrect:** A) The issue is about interpretation and perspective, not the complexity of the language used to describe it.

✓ **Correct:** B) The passage explains that without dramatic visuals or a single headline moment, people observing from a distance—through news coverage—could interpret the campaign in conflicting ways.

✗ **Incorrect:** C) The passage is clearly structured; the phrase refers to difficulty interpreting events, not difficulty reading the text.

✗ **Incorrect:** D) “From a distance” is metaphorical, referring to those not directly involved in the movement, not to people who needed to physically visit Albany.

#### Item 22 — L.8.1

✗ **Incorrect:** A) This is a sentence fragment: it lacks a main subject-verb combination, starting with a modifier but never completing the main clause.

✗ **Incorrect:** B) This revision removes the phrase “in conflicting ways,” which is essential to the original meaning about the multiplicity of interpretations.

✗ **Incorrect:** C) This is ungrammatical; “interpreted, conflicting” is not a complete or coherent structure.

✓ **Correct:** D) This sentence is grammatically complete and preserves both the main idea (viewers could interpret in conflicting ways) and the qualifying context (without a single headline moment).

#### Item 23 — RI.8.3

✗ **Incorrect:** A) The passage notes continued organizing after arrests; the movement did not stop because of them.

✓ **Correct:** B) Paragraph 11 explicitly describes the cause-and-effect chain: each arrest created a decision point for protestors about whether to escalate collective action or reduce risk.

✗ **Incorrect:** C) National leaders visited Albany; the passage does not say arrests drove them away.

✗ **Incorrect:** D) The desire to resume public life is not the cause-and-effect relationship described in paragraph 11; the chain concerns strategic decisions about escalation.

#### Item 24 — L.8.4.a

✓ **Correct:** A) In context, the author argues that a “more precise claim” better explains Albany’s significance; “precise” means exact and accurate in characterizing what happened.

✗ **Incorrect:** B) “Exciting” refers to emotional intensity, which does not relate to the author’s discussion of making a historically accurate claim.

✗ **Incorrect:** C) “Formal” refers to style or register; the passage is concerned with accuracy, not formality.

✗ **Incorrect:** D) “Flexible” suggests adaptability, which is the opposite of “precise,” which implies specificity and accuracy.

#### Item 25 — RI.8.2

✗ **Incorrect:** A) The passage argues that no single source is complete or sufficient; comparison across source types is essential.

✓ **Correct:** B) This matches the final paragraph’s point: each source type (news report, memoir, government record) selects details and uses language to frame meaning, making cross-source comparison necessary for fuller understanding.

✗ **Incorrect:** C) The passage notes that government records can use neutral language to hide power relationships, suggesting they are not inherently more reliable.

✗ **Incorrect:** D) The passage explicitly warns against oversimplified lessons like this, arguing that movements and civic memory are more complex.

#### Item 26 — RI.8.9

✗ **Incorrect:** A) Both passages highlight limits and complexity; neither presents full desegregation as the outcome.

✓ **Correct:** B) Passage 1 centers on how partial victory creates ambiguity in civic memory (spotlight metaphor); Passage 2 centers on how the absence of dramatic visible change creates competing interpretations.

✗ **Incorrect:** C) Both passages emphasize nonviolent tactics, but neither claims it is the only factor; Passage 2 does not argue for collaboration with officials.

✗ **Incorrect:** D) Passage 1 is about a bus boycott; Passage 2 targets multiple public systems and discusses broader media and memory issues.

#### Item 27 — RI.8.6 / RI.8.9

**Correct sequence:** 1→C, 2→B, 3→A, 4→D

1→C: Passage 2 explains that news reports often highlight drama, visible clashes, and sudden turning points.

2→B: Passage 2 emphasizes that activists interpreted Albany through lived experience and testimony, including fear, discipline, and organizing decisions.

3→A: Passage 2 notes that government records may describe arrests in neutral language that obscures power relationships.

4→D: Passage 1 emphasizes how community meeting speakers connected the boycott to dignity and the right to be treated fairly in public life.

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## SPELLING ANSWER KEY

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**Item 28: advantage**

Common errors: omitting the d (avantage), swapping a/e (advantege)

**Item 29: nonviolence**

Common errors: omitting the prefix hyphen boundary (nonviolance), swapping e/a (nonviolace)

**Item 30: humiliating**

Common errors: doubling the l (humilliating), omitting the second i (humilating)

**Item 31: passive**

Common errors: single s (pasive), -ive ending as -iv (passiv)