

## Threads & Themes — Grade 8, Unit 1, End-Unit Summative Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

---

### PASSAGE 1

---

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

(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.

---

## ITEMS — PASSAGE 1

---

### Item 1

**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

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

**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

**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

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

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 in 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

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**

**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**

**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**

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**

**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**

**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

---

## PASSAGE 2

---

### ***When a Movement Meets a Wall: Albany, Georgia, and the Problem of Interpretation***

(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.

---

**ITEMS — PASSAGE 2**

---

**Item 13**

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**

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**

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**

**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**

**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**

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

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

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

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**

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**

**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**

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**

**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**

**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**

**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

---

**Item 28**

Write the spelling word you heard:

---

**Item 29**

Write the spelling word you heard:

---

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

Write the spelling word you heard:

---

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

Write the spelling word you heard:

---