How Ideas and Events Are Developed

Name: _____ Date: _____ Score: _____ / 10

Quick Review

Authors introduce a person, event, or idea, then ELABORATE on it — giving examples, telling what came next, comparing it to something else, or explaining its effects. Track HOW each detail builds on the one before it.

PART 1 — READ

Read the passage. Then answer the questions.

The Refusal That Started a Movement

Most American students learn the name Rosa Parks in connection with a single moment: on December 1, 1955, on a bus in Montgomery, Alabama, she refused to give up her seat to a white passenger and was arrested. The image is correct, but it is only the beginning of a longer story. Twelve years before that famous night, Parks had already joined the Montgomery chapter of the NAACP, a national civil rights organization. By 1955 she had served as the chapter's secretary for more than a decade, helping to investigate cases of violence against Black residents and to register Black voters in a state that placed many barriers in their way. The woman on the bus was not a tired seamstress who acted on impulse, as some early newspaper stories suggested. She was a trained organizer who had been preparing, in quiet ways, for years.

Her arrest was the spark, but the fire was already laid. Within forty-eight hours, local activists — many of them women in a group called the Women's Political Council — had printed and distributed thousands of flyers calling for a one-day bus boycott. A young minister named Martin Luther King Jr., new to Montgomery, was chosen to lead the effort, in part because he had not yet made enemies in the city. The boycott was supposed to last one day. It lasted 381. Carpools were organized; some people walked ten miles to work. Black-owned taxis lowered their fares to match bus fares. White officials tried to ban the carpools as "illegal taxi services," but the organizers, including Parks, kept finding new ways to keep people moving.

In November 1956, the Supreme Court of the United States ruled that segregation on city buses was unconstitutional. The Montgomery Bus Boycott ended in victory. Just as importantly, it became a model. Other cities — Tallahassee, Birmingham, and beyond — used what Montgomery had learned: organize before the spark, find a face the public can rally around, plan for the long fight rather than the short one, and protect every person in the network from retaliation. The careful planning behind Parks's refusal had grown into a method, and the method would carry the next decade of the civil rights movement.

PART 2 — PRACTICE

Use the passage to answer each question.

1. How does the author FIRST introduce Rosa Parks in paragraph 1?

A. As an organizer who had trained for years before her arrest.

B. As the image many students already know — a single moment on a bus in 1955.

C. As a personal friend of Martin Luther King Jr.

D. As the founder of the Montgomery chapter of the NAACP.

2. How does paragraph 1 ELABORATE on the simple image of Parks introduced in its first sentences?

A. By describing the weather and street conditions on December 1, 1955.

B. By comparing Parks to a famous American president.

C. By adding facts about her years of work with the NAACP that show she was a trained organizer.

D. By listing the items she carried in her purse that night.

3. The author writes that Parks "was not a tired seamstress who acted on impulse, as some early newspaper stories suggested." The MAIN purpose of this sentence is to —

A. correct a common but incomplete idea about who Parks was.

B. criticize newspaper reporters by name.

C. explain how seamstresses worked in Montgomery.

D. describe what Parks ate before boarding the bus.

4. How does paragraph 2 develop the IDEA that the boycott was carefully organized rather than spontaneous?

A. By naming three different musical genres popular in 1955.

B. By describing flyers printed within 48 hours, a Women's Political Council, and a chosen leader.

C. By focusing on the personal feelings of a single bus driver.

D. By describing the design of the buses themselves.

5. Why does the author tell readers that the boycott "was supposed to last one day" and "lasted 381"?

A. To show that the organizers were disorganized and lost track of time.

B. To suggest that Montgomery had bad weather that year.

C. To dramatize how the planned action grew far beyond its original scope.

D. To explain that 381 is the number of buses in Montgomery.

6. Which sentence BEST shows how paragraph 3 connects the Montgomery story to the larger civil rights movement?

A. "In November 1956, the Supreme Court of the United States ruled that segregation on city buses was unconstitutional."

B. "The Montgomery Bus Boycott ended in victory."

C. "Other cities — Tallahassee, Birmingham, and beyond — used what Montgomery had learned."

D. "The boycott was supposed to last one day."

7. How does the author MOST CLEARLY develop the IDEA that Montgomery became "a model"?

A. By listing four lessons later movements used.

B. By repeating Rosa Parks's name many times.

C. By comparing Montgomery to a fashion show.

D. By describing how Martin Luther King Jr. dressed.

8. Which choice BEST describes how Martin Luther King Jr. is INTRODUCED in this passage?

A. As a famous civil rights leader who recruited Parks.

B. As a young minister chosen partly because he had not yet made enemies in Montgomery.

C. As a Supreme Court justice who ruled on the case.

D. As the founder of the Women's Political Council.

9. Explain in 2-3 sentences how the author develops the central idea that Rosa Parks's refusal was the RESULT of planning, not just a single impulsive moment. Use at least one detail from paragraph 1 and one detail from paragraph 2.

_____

_____

10. In your own words, explain how paragraph 3 builds on paragraph 2. What does paragraph 3 add that paragraph 2 alone does not say?

_____

_____

Answer Keys

1	A	**B**	C	D	6	A	B	**C**	D
2	A	B	**C**	D	7	**A**	B	C	D
3	**A**	B	C	D	8	A	**B**	C	D
4	A	**B**	C	D	9	See below			
5	A	B	**C**	D	10	See below			

Explanations

1. B	Paragraph 1 opens with the familiar image ("Most American students learn the name…") before correcting it. A is what the author REVEALS later, not how he introduces her. C is never stated. D overstates her role (she was a longtime member and secretary, not founder).
2. C	The paragraph adds NAACP membership, secretary role, voter registration work — facts that develop her from "tired seamstress" to "trained organizer." A invents weather details. B invents a comparison. D invents items not in the text.
3. A	The sentence pushes back on "some early newspaper stories" so readers see the fuller picture — correction of a misconception. B overstates a side comment into an attack. C reads a job description into a single noun. D invents content.
4. B	Specific machinery of organizing — flyers, council, chosen leader — proves the idea. A is unrelated. C invents a focus the paragraph does not take. D is never mentioned.
5. C	The one-day-to-381-day contrast develops the IDEA that the action grew enormously — central to paragraph 2. A reverses the meaning. B invents weather. D invents a fact.
6. C	C explicitly extends Montgomery into other cities — the connection the question asks for. A and B describe Montgomery only. D belongs to paragraph 2 and is not about the larger movement.
7. A	Paragraph 3 lists four lessons (organize early, find a public face, plan long, protect the network) — the explicit "model" the author names. B confuses repetition with development. C and D invent details.
8. B	Paragraph 2 introduces him this way exactly. A reverses the order (Parks was already organizing before King arrived). C confuses roles entirely. D names a different group.
9.	**Answer:** Strong answer: Paragraph 1 introduces Parks's twelve-year NAACP work and her role as chapter secretary — both showing long preparation before the bus arrest. Paragraph 2 then describes the flyers distributed within 48 hours and the Women's Political Council's existing network, which shows the response was also planned. Together, the two paragraphs build the idea that BOTH the refusal and the response were organized in advance. Acceptable variations: students may pick voter registration work, investigations of violence, the carpools, or the lowered taxi fares — any pairing that pulls one detail from each paragraph and connects it to PLANNING. NOT acceptable: answers using only one paragraph; answers that repeat the bus refusal without naming preparation; answers that quote the passage without explaining how the detail proves planning. A 2-point answer needs ONE concrete detail from paragraph 1 AND ONE from paragraph 2, each linked to the idea of planning.

10.	**Answer:** Strong answer: Paragraph 2 tells how the Montgomery boycott itself was organized and lasted 381 days. Paragraph 3 adds the consequences — the Supreme Court ruling, AND the way other cities used Montgomery as a model for the next decade of the movement. So paragraph 3 widens the story from one boycott to a lasting method. Acceptable variations: any answer that notes paragraph 3 adds the legal victory, the spread to other cities, OR the four-lesson model. NOT acceptable: answers that only restate paragraph 2; answers that say paragraph 3 is just "more about Rosa Parks" (it is not — she is barely named there); answers that claim paragraph 3 contradicts paragraph 2. A strong answer names something paragraph 3 adds — either the court ruling, the other-cities point, or the four-lesson model.

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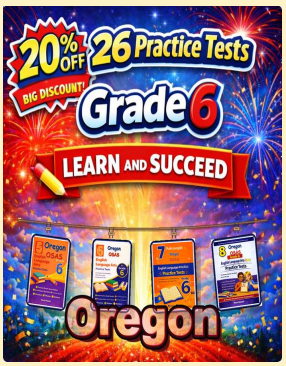

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