

Evidence Time Machine

Use source clues to learn what each account can tell.

SS.6.W.1.3 "Interpret primary and secondary sources."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB In paragraphs 2 and 3, underline details that tell when each source was made, circle who created it, and number the limitation of each source, 1 and 2.

Two Views of a Bus Boycott

- ① Historians build claims from sources, or pieces of evidence about the past. A letter written during an event, a photograph, or a speech can give direct clues from that time. A textbook chapter or museum article created later can explain background and compare evidence. Neither kind automatically tells the whole story. Readers ask who made each source, when it was made, and why. They also notice whose experiences are included and whose voices may be missing.
- ② On December 2, 1955, members of the Women's Political Council in Montgomery, Alabama, prepared a leaflet after Rosa Parks was arrested for refusing to give up her bus seat. Jo Ann Robinson helped make copies overnight. The leaflet called on Black residents to stay off city buses on Monday, December 5. Its urgent words and specific date show what organizers wanted people to do at that moment. It does not describe every resident's opinion or what happened after the boycott began.
- ③ Decades later, historian Taylor Branch wrote about the boycott in his 1988 book, *Parting the Waters*. Branch drew on interviews, newspaper reports, and other records to place the boycott in the larger civil rights movement. He explained that the protest lasted 381 days and gained national attention. His account can help readers connect many events and viewpoints. However, because he wrote later, his book cannot show the exact feelings of every person who saw the December 5 leaflet.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Is the Women's Political Council leaflet a primary source or a secondary source? Use one detail from the passage to support your answer.

2 Is Taylor Branch's book a primary source or a secondary source for the Montgomery Bus Boycott? Use one detail from the passage to support your answer.

3 Which source would best help you learn what boycott organizers asked residents to do on December 5? Explain why.

4 Give one limitation of the leaflet and one limitation of Branch's book.

3 YOUR TURN _____ Your own words

Choose a historical event you have studied. Describe one source made during the event and one source created later. For each source, explain what it could reveal and one limitation.

PART 1 • READ AND MARK

In paragraphs 2 and 3, underline details that tell when each source was made, circle who created it, and number the limitation of each source, 1 and 2. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Is the Women's Political Council leaflet a primary source or a secondary source? Use one detail from the passage to support your answer.	Primary source. It was prepared on December 2, 1955, during the events leading to the boycott.
2	Is Taylor Branch's book a primary source or a secondary source for the Montgomery Bus Boycott? Use one detail from the passage to support your answer.	Secondary source. Branch wrote it decades later, in 1988, and used interviews, newspapers, and other records.
3	Which source would best help you learn what boycott organizers asked residents to do on December 5? Explain why.	The Women's Political Council leaflet. It was created by organizers at the time and directly called on Black residents to stay off city buses on December 5.
4	Give one limitation of the leaflet and one limitation of Branch's book.	The leaflet does not show every resident's opinion or what happened after the boycott began. Branch's book cannot show the exact feelings of every person who saw the leaflet.

PART 3 • YOUR TURN (SAMPLE ANSWER)

For the 1969 Moon landing, a NASA mission transcript made during Apollo 11 could show the astronauts' and controllers' words, but it might leave out ordinary viewers' reactions. A history book written years later could explain the mission's importance using many records, but its author selects which details to include.

Accept equivalent source classifications when students support them with timing, creator, purpose, or evidence from the passage. For Your Turn, accept any accurate historical event and two appropriate sources with a reasonable strength and limitation for each.