

Evidence Trail

Compare source details before making a historical claim.

L6-8RHSS1 "Cite specific textual evidence to support analysis of primary and secondary sources."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline three details that tell who created a source or when it was made. Circle two details that could support a claim about planning for the boycott.

Planning the Montgomery Bus Boycott

- ① In December 1955, after Rosa Parks was arrested in Montgomery, Alabama, local activists planned a one-day bus boycott for Monday, December 5. A leaflet urged Black residents not to ride city buses that day. It told people not to ride buses to work, town, school, or anywhere on Monday. Organizers distributed the leaflet before the boycott began. Its short message shows what they hoped people would do, but it does not tell whether every resident agreed or participated in the plan.
- ② Decades later, Jo Ann Robinson described helping produce and distribute thousands of boycott leaflets in her memoir. Her account adds details about work behind the leaflet, including late-night copying at Alabama State College. Because she wrote after the events, her memory may be incomplete, yet her experience gives her a close view of planning. In his 1988 book, historian Taylor Branch used records and later accounts to explain how the boycott became a longer campaign over time.
- ③ On December 5, many Black residents stayed off Montgomery buses. That evening, community members voted to continue the boycott and formed the Montgomery Improvement Association. The protest lasted 381 days, ending after a federal court ruling against bus segregation took effect in December 1956. The leaflet, Robinson's memoir, and Branch's book each offer different kinds of information about these events. Readers can compare their dates, purposes, and details before using them as evidence for historical claims.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which source is the best record of the organizers' immediate plan for December 5? Cite two details from the passage that support your choice.

2 Which source gives a participant's view of preparing leaflets? Cite two details that support your choice.

3 Which source is most useful for explaining how the boycott became a longer campaign? Cite two details that support your choice.

4 A student claims that careful planning mattered before the boycott began. Use one detail from the leaflet and one detail from Robinson's memoir to support or challenge this claim.

3 YOUR TURN _____ Your own words

Write three sentences that make a claim about how the boycott changed from a one-day action into a longer protest. Cite a specific detail from two different sources in the passage and explain how each detail supports your claim.

PART 1 • READ AND MARK

Underline three details that tell who created a source or when it was made. Circle two details that could support a claim about planning for the boycott. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which source is the best record of the organizers' immediate plan for December 5? Cite two details from the passage that support your choice.	The leaflet. It was distributed before the boycott began, and it told residents not to ride buses on Monday.
2	Which source gives a participant's view of preparing leaflets? Cite two details that support your choice.	Robinson's memoir. She described helping produce and distribute thousands of leaflets, and she included details about late-night copying at Alabama State College.
3	Which source is most useful for explaining how the boycott became a longer campaign? Cite two details that support your choice.	Taylor Branch's 1988 book. Branch was a historian, and he used records and later accounts to explain how the boycott became a longer campaign.
4	A student claims that careful planning mattered before the boycott began. Use one detail from the leaflet and one detail from Robinson's memoir to support or challenge this claim.	Support. The leaflet gave residents specific instructions not to ride buses on Monday. Robinson described producing and distributing thousands of leaflets, including late-night copying.

PART 3 • YOUR TURN (SAMPLE ANSWER)

The boycott changed from a planned one-day action into a longer protest. The leaflet calls for people not to ride buses on Monday, showing the first plan focused on one day. Branch's book explains that the boycott became a longer campaign, supporting the claim that the protest grew.

Accept equivalent claims when students name two different sources, use accurate details, and explain how each detail supports the claim. For Questions 1 through 3, students may cite other accurate supporting details from the passage.