

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 who created Sources A and B and when each was made. Circle details about planning or continuing the boycott. The source passages below are labeled paraphrases, not direct quotations.

Planning the Montgomery Bus Boycott

- ① Source A: Jo Ann Robinson, interview, August 27, 1979; American Archive of Public Broadcasting, Washington University collection. Adapted paraphrase of her firsthand account: Robinson said the Women's Political Council had prepared for years. After Rosa Parks's arrest, she contacted people in schools to arrange leaflet distribution. She recalled making 35,000 copies overnight at the college and delivering bundles with two students. She said the council had planned a boycott for Monday only. Her account is primary evidence from a participant, recalled many years later.
- ② Source B: Stanford King Institute, "Montgomery Bus Boycott," later historical encyclopedia article, undated; accessed October 9, 2026. Adapted paraphrase: On December 5, 1955, most Black residents avoided the buses. Leaders formed the Montgomery Improvement Association that afternoon; at an evening meeting, members voted to keep the protest going. The association later arranged a carpool of about 300 cars. On December 20, 1956, the community agreed to end the boycott after the court order against bus segregation arrived. This is secondary evidence assembled from earlier records and accounts.
- ③ Compare the texts rather than treating either as complete. Source A gives a participant's remembered work and initial plan; Source B explains later organization and events. Their details support a change from a one-day action to a sustained protest. A recollection can omit or misremember details, and a later history selects evidence. Cite the source letter and a specific detail, then explain what the detail supports. Neither excerpt establishes what every resident thought.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What initial plan did Robinson recall in Source A? Cite two details about that plan and its preparation.

2 Why is Source A a participant's account? Cite two details about Robinson's own work.

3 Which details in Source B explain how the protest lasted beyond one day? Cite two.

4 Use one detail from each source to support the claim that organization helped sustain the boycott.

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 who created Sources A and B and when each was made. Circle details about planning or continuing the boycott. The source passages below are labeled paraphrases, not direct quotations. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What initial plan did Robinson recall in Source A? Cite two details about that plan and its preparation.	A Monday-only boycott; she described overnight copying, 35,000 copies or arranged school deliveries.
2	Why is Source A a participant's account? Cite two details about Robinson's own work.	She described work she did: contacting school organizers, making copies or delivering bundles with two students.
3	Which details in Source B explain how the protest lasted beyond one day? Cite two.	Members voted to continue at the evening meeting, and the association later arranged about 300 carpool vehicles. The December 1956 ending also establishes duration.
4	Use one detail from each source to support the claim that organization helped sustain the boycott.	A: school contacts and leaflet distribution spread the initial plan. B: the continued-boycott vote or carpool helped organize a longer protest.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Organization helped turn a one-day action into a sustained protest. Source A says the council planned only Monday and arranged school leaflet deliveries, showing coordination of the first day. Source B describes the vote to continue and the later carpool, showing how organizers supported a longer campaign.

Accept supported analysis naming A and B, using concrete details and explaining each connection. A is a participant's later recollection, not a contemporary leaflet; B is a later synthesis. Both supplied texts are adaptations. References: americanarchive.org/catalog/cpb-aacip_151-wh2d796b02; kinginstitute.stanford.edu/montgomery-bus-boycott.