

Backward Design Evidence Sheet

Use these original context summaries with primary sources selected by your teacher. Compare how a court ruling, organized action and federal legislation contributed to change.

Name or class code: _____ Date: _____

Context cards

Card A: a court ruling in 1954

In *Brown v. Board of Education*, the US Supreme Court ruled that racial segregation in public schools violated the Constitution. The ruling changed the legal position, but implementation still had to follow.

Card B: a sustained boycott in 1955–56

After Rosa Parks was arrested in Montgomery, Black residents and allies organized a bus boycott. They arranged alternative transport and maintained collective pressure over many months. Legal challenges to bus segregation proceeded as well.

Card C: federal legislation in 1964

The Civil Rights Act of 1964 created federal legal protections in several areas, including public accommodations and employment. It followed years of organizing, advocacy and legislative struggle.

These are teacher-written secondary summaries, not quotations from historical participants. Check the linked primary sources with your teacher: loc.gov/classroom-materials/civil-rights-movement/

Compare mechanisms

1. In one sentence each, explain what a court ruling, collective action and a federal law can do. Use a verb that names the mechanism.

Case	What changed? Cite a detail.	What still needed to happen?	What source could test your conclusion?
A: Brown			
B: Montgomery			
C: Civil Rights Act			

2. Why was a single legal decision unlikely to complete the work of change? Make one claim, use two different cases or checked primary sources, and explain the connection.

Claim: _____

Evidence and explanation: _____

3. Which part of a historical tactic would need the most care before using it as an analogy for a present-day issue? Name one contextual difference to research.
